

PROCEEDINGS
OF THE
Fourteenth Convention
OF
AMERICAN INSTRUCTORS
OF THE DEAF,

HELD AT THE
Michigan School for the Deaf,
FLINT, MICH.

July 2, 3, 4, 5, 6, 7 and 8,
1895.

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On page 171, for "W. G. Je

On page 58, Appendix, l
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recitation take nothing for g

Omit lines 1 and 2, page 63

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Errata.

e 171, for "W. G. Jenkins," read "Weston Jenkins,"
e 58, Appendix, last line, read "what words may
the class and explain them carefully, and during
take nothing for granted."
nes 1 and 2, page 63, Appendix.

Organization of the Fourteenth

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WESLEY O. CONNOR, Cave Spring

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on Nominations.

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Committee on Necrology.

- LARS M. LARSON, Santa Fe, N. M.
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Delegates.

From the Report of the Committee on Credentials.

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ALABAMA INSTITUTE FOR THE DEAF,
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J. F. Bledsoe Teacher. Major G. A. Joiner Trustee.

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ARKANSAS DEAF-MUTE INSTITUTE,
LITTLE ROCK.

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Mrs. Emma King Teacher. W. F. Murphy Industrial Dep't.
Marie L. Wardroper Teacher.

CALIFORNIA.

CALIFORNIA INST. FOR THE EDUCATION OF THE DEAF AND THE BLIND.
BERKELEY.

Wm. A. Caldwell Teacher.

COLORADO.

COLORADO SCHOOL FOR THE DEAF AND THE BLIND,
COLORADO SPRINGS.

D. C. Dudley, M. A. Sup't. Tillie Garman Teacher.

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AMERICAN SCHOOL FOR THE DEAF,
HARTFORD.

Job Williams, M. A., L. H. D. Principal.

DISTRICT OF COLUMBIA.

Dr. E. M. Gallaudet, Ph.D., L.L.D. E. A. Fay, Ph. D., Vice-President
President of the Columbia Insti- Gallaudet College
tution for Deaf and Dumb and J. C. Gordon, Ph. D., teacher, Gal-
Gallaudet College. laudet College.
James Dennison, M. A., Principal Melville Ballard, teacher, Kendall
Kendall School. School.

Honorary Members.

Alex. Graham Bell Washington. Bert C. Champlain Washington.

PROCEEDINGS FOURTEENTH CONVENTION

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GEORGIA.

GEORGIA SCHOOL FOR THE DEAF,
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Annie Morse.....	Preceptress.	Effie Johnson.....	Teacher.
Mary Leary.....	Teacher.	Mary Martin.....	Teacher.
Frank Read, Jr.....	Teacher.	Frank Read, Sr.....	Teacher.
Mrs. Clara H. Stevens.....	Teacher.	Mary Sheridan.....	Teacher.
Mary A. Selby.....	Teacher.	W. I. Tilton.....	Teacher.
Catherine Wood.....	Teacher.	M. Kate Stevenson.....	Teacher.
Bertha Mellen.....	Teacher.	OrLinn Axt.....	Teacher.
Mrs. H. G. Barns.....	Teacher.	Dr. J. H. Brown.....	Teacher.
Emma M. Doying.....	Teacher.	H. G. Barns.....	Industrial Dep't.
Lizzie Ferguson.....	Teacher.	Wm. Harrison.....	Industrial Dep't.
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James E. Gallaher.....	Teacher.	Mrs. C. E. Lounsbury.....	Teacher.

McCOWEN ORAL SCHOOL FOR YOUNG DEAF CHILDREN,
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Miss Anna Murray.....	Teacher.	Miss Cornelia Bingham.....	Teacher.

Dr. P. G. Gillett, Pres't Am. Ass'n to Promote the Teaching of Speech
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Miss Louise Morgan, Teacher of a private pupil in Chicago.

Honorary Members.—Jacksonville.

T. J. Hamline.....	J. G. Stewart.....
Susie A. McKee.....	George Stevenson.....

AMERICAN INSTRUCTORS OF THE DEAF.

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Honorary Members.—Chicago.

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Josie Quinn.....	Esther Burroughs.....
Hattie J. Griffith.....	Philip J. Hasenstab.....
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N. B. McKee.....	Teacher.	Edward J. Hecker, Industrial Dept.	
S. W. Gilbert.....	Teacher.	Louis Hildebrand, Industrial Dept.	

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Miss Mary V. Johnson.....	Ida B. Westfall.....

IOWA.

IOWA SCHOOL FOR THE DEAF, COUNCIL BLUFFS.

Fannie Glenn.....	Teacher.	Catharine King.....	Teacher.
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Honorary Member.

Martha Tison.....	Council Bluffs.
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KANSAS.

KANSAS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, OLATHE.

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Harriet E. Yoe.....	Teacher.	J. T. Trickett.....	Industrial Dep't.

KENTUCKY.

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Alice Haynes.....	Teacher.	J. K. Yeager.....	Teacher.
M. T. Long.....	Teacher.		

MASSACHUSETTS.

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Honorary Member.

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Rosa R. Harris.....	Teacher.	Fannie J. Brock.....	Teacher.

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FLINT.

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Emma F. Knight.....	Teacher.	Mrs. George A. Webber.....	Teacher.
Marion E. Tyrrell.....	Teacher.	Lucy Wicks.....	Teacher.
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Fred. M. Kauffman.....	Supervisor.	George A. Webber.....	Supervisor.

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Theresa Fields.....	Flint.	Grace R. Lochhead.....	Flint.

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F. W. Swan	Flint.	Claude Van Tassel	Flint.
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Mrs. J. E. Connelly	Detroit.	Mrs. S. H. Urch	Clarkson.
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W. H. H. Boylan	Ann Arbor.	Henry A. Germer	Otisville.
George Storm	Ann Arbor.	Hattie C. Spear	Adrian.

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Honorary Member.

Robert Dobyns.....Jackson.

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Mrs. J. N. Tate	Teacher.	Anna T. Spears	Teacher.
Samuel C. Bright	Teacher.		

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Mesa Barns	Teacher.		

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Howard L. Terry	Mrs. M. H. Kerr.....		

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NEBRASKA INSTITUTE FOR THE DEAF AND DUMB,
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Helen Z. Gillespie Matron. Helen McCheane Teacher.

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Helen Oliver..... Bessie Speaker.....

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NEW JERSEY SCHOOL FOR DEAF-MUTES,
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NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
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E. A. Hodgson..... Industrial Dep't.

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ROME.

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WESTERN NEW YORK INSTITUTION FOR DEAF MUTES.
ROCHESTER.

Z. W. Westervelt.....Principal and Superintendent.

LE COUTEULX ST. MARY'S INSTITUTION.
BUFFALO.

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WRIGHT-HUMASON SCHOOL.
NEW YORK.

John D. Wright, B. A.,.....Principal.

ALBANY SCHOOL FOR THE DEAF.

Anna M. Black.....Supt. and Prin. Miss B. E. Dwyer.....Teacher.

AMERICAN INSTRUCTORS OF THE DEAF.

1.

Honorary Members.

L. A. Divine.....	New York.	Mary Alice Carroll.....	Buffalo.
E. A. Wheeler.....		Gertrude E. Maxwell.....	Buffalo.
Edward Lyon.....	Rochester.		

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O. A. Betts.....	Teacher.	D. R. Tillinghast.....	Teacher.
Z. W. Haynes.....	Teacher.		

Honorary Member.

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SCHOOL FOR THE DEAF OF NORTH DAKOTA, DEVILS LAKE.

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Robert Patterson.....	Principal.	Letitia L. Doane.....	Teacher.
Leonce A. Odebrecht.....	Teacher.	Margaret A. Long.....	Teacher.
R. P. McGregor.....	Teacher.	Lois Atwood.....	Teacher.
Rev. Benj. Talbot.....	Teacher.	Mary E. Bancroft.....	Teacher.
A. B. Greener.....	Teacher.	Bertha Byers.....	Teacher.
A. H. Schory.....	Teacher.	C. W. Charles.....	Industrial Dep't.
R. H. Atwood.....	Teacher.	Joseph Neutzling.....	Industrial Dep't.
Mrs. E. A. Zell.....	Teacher.	W. H. Zorn.....	Teacher.

CLEVELAND SCHOOL FOR THE DEAF.

John H. Geary.....	Principal.
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CINCINNATI ORAL SCHOOL FOR THE DEAF.

Fannie Beirbower.....	Teacher.
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Honorary Members.

Miss Grace Eagleson.....	Columbus.	L. K. Thompson.....	Akron.
Rev. A. W. Mann.....	Cleveland.	Mary E. Grow.....	Pomeroy.
Mrs. A. W. Mann.....	Cleveland.	George W. Halse.....	Columbus.

PENNSYLVANIA.

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB, MT. AIRY, PHILADELPHIA.

F. W. Booth, Principal, Man. Dep't	J. F. Elwell.....	Teacher.	
Harris Taylor.....	Teacher,	Kate E. Barry.....	Teacher.

WESTERN PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE
DEAF AND DUMB—EDGEWOOD PARK.

Jessie B. Monroe.....Teacher. Francis Barker.....Teacher.

Marie P. Orr.....Teacher.

Honorary Member.

Alexander Pach.....Easton.

RHODE ISLAND.

RHODE ISLAND INSTITUTE FOR THE DEAF,
PROVIDENCE.

Mrs. Anna C. Hurd.....Teacher.

SOUTH DAKOTA.

SOUTH DAKOTA SCHOOL FOR DEAF-MUTES.
SIOUX FALLS.

Mrs. M. L. Simpson.....Teacher.

Honorary Member.

Hattie Simpson.....

TEXAS.

TEXAS DEAF AND DUMB ASYLUM,
AUSTIN.

Miss M. J. Bones.....Teacher.

UTAH.

UTAH SCHOOL FOR THE DEAF,
SALT LAKE CITY.

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VIRGINIA.

Rev. Job Turner.....Staunton.

WASHINGTON.

WASHINGTON SCHOOL FOR DEFECTIVE YOUTH,
VANCOUVER.

Florence Bennett.....Teacher.

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WEST VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND,
ROMNEY.

C. H. Hill.....Principal. John A. Boland.....Teacher.

WISCONSIN.

WISCONSIN SCHOOL FOR THE DEAF,
DELAVER.

John W. Swiler, M. A.,.....Supt. Seth W. Gregory.....Teacher.

E. E. Clippinger.....Teacher. Almira J. Hobart.....Teacher.

J. S. Long.....Teacher. Warren Robinson.....Teacher.

Clara Macklem.....Teacher. Mrs. S. M. Montgomery.....Matron.

Agnes Steinke.....Teacher.

AMERICAN INSTRUCTORS OF THE DEAF.

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SHEBOYGAN DAY-SCHOOL FOR THE DEAF.

H. Ray Kribs.....Principal.

MANITOWOC DAY-SCHOOL FOR THE DEAF.

Mrs. A. N. Holden.....Teacher.

WAUSAU ORAL SCHOOL FOR THE DEAF.

Margaret Sullivan.....Principal.

MILWAUKEE PUBLIC SCHOOL FOR THE DEAF.

Francis Wettstein.....Act' Prin. Bettie B. Spencer.....Teacher.

Honorary Members.

Miss Ruth Swiler.....Delavan. Hypatia Boyd.....Milwaukee.
Robert C. Spencer.....Milwaukee. Frank Strehlow.....Milwaukee.
Charles Herzog.....Manitowoc. Nellie Orchikowsky.....Milwaukee.
Ewald W. Emling.....Manitowoc. Ida Hirsch.....Milwaukee.
George Duskey.....Wausau.

DOMINION OF CANADA.

MANITOBA.

MANITOBA DEAF AND DUMB INSTITUTION, WINNEPEG.

Hon. J. W. Sifton, Inspector Public Institutions.

D. W. McDermid.....Principal. L. J. Turriff.....Teacher.
Miss A. Spaight.....Teacher. J. R. Cook.....Supervisor.

ONTARIO.

ONTARIO INSTITUTION FOR THE DEAF AND DUMB, BELLEVILLE.

Dr. T. F. Chamberlain, Inspector Public Institutions.

R. Mathison, M. A.,.....Supt. J. C. Balis.....Teacher.
Sylvia Chapin Balis.....Teacher. Duncan J. McKillop.....Teacher.

Honorary Members.

Mrs. A. R. Chapin.....Belleville. Maggie T. Connelly.....Windsor.
Miss A. D. Chapin.....Belleville.

QUEBEC.

MACKAY INSTITUTION FOR PROTESTANT DEAF-MUTES AND THE BLIND, MONTREAL.

Miss M. Curlette.....Teacher.

Summary.

	Act.	Hon.	Tot'l		Act.	Hon.	Tot'l
ALABAMA.....	4		4	MONTANA.....	1		1
ARKANSAS.....	5		5	MONTREAL.....	1		1
CALIFORNIA.....	1		1	NEBRASKA.....	4	4	8
COLORADO.....	2		2	NEW JERSEY.....	2		2
CONNECTICUT.....	1		1	NEW MEXICO.....	2		2
DIST. OF COLUMBIA.....	5	2	7	NEW YORK.....	10	5	15
FLORIDA.....	2		2	NORTH CAROLINA.....	5	1	6
GEORGIA.....	2		2	NORTH DAKOTA.....	2		2
ILLINOIS.....	39	15	54	OHIO.....	20	6	26
INDIANA.....	10	4	14	ONTARIO.....	5	3	8
IOWA.....	2	1	3	PENNSYLVANIA.....	7	1	8
KANSAS.....	4		4	RHODE ISLAND.....	1		1
KENTUCKY.....	7		7	QUEBEC.....	1		1
MANITOBA.....	5		5	SOUTH DAKOTA.....	1	1	2
MARYLAND.....	8	2	10	TEXAS.....	1		1
MASSACHUSETTS.....	2	1	3	UTAH.....	1		1
MICHIGAN.....	41	40	81	VIRGINIA.....		1	1
MINNESOTA.....	4	1	5	WASHINGTON.....	1		1
MISSOURI.....	8	4	12	WEST VIRGINIA.....	2		2
MISSISSIPPI.....	4	1	5	WISCONSIN.....	14	9	23

GRAND TOTAL OF ACTIVE MEMBERS 227

GRAND TOTAL OF HONORARY MEMBERS 102

TOTAL DELEGATES 329

Thirty-five States (including Territories and District of Columbia) and three Canadian Provinces sent delegates representing fifty-three schools and institutions.

First Day.

Tuesday, July 2, 1895.

The Fourteenth Convention of American Instructors of the Deaf met at the Michigan School for the Deaf, at Flint, and was called to order, July 2, 1895, at 2 P. M., by Dr. E. M. Gallaudet, Chairman of the Standing Executive Committee, in the following words:—

*"Ladies and Gentlemen:—*The Convention will now please come to order. This is a body whose work for the deaf in this country does not need to be related by me. You are all aware that this is the fourteenth meeting of the Convention. We are all here together in this institution in response to a very cordial invitation from His Excellency, the Governor of the State of Michigan, seconded most heartily by the Board of Trustees of this institution and its worthy Superintendent, whom we all know and love. I have been requested by the authorities of this institution to represent them in making a suggestion which I am sure will be agreeable to you all. The memory of the Rev. Barnabas M. Fay, first Superintendent of this institution, will always be honored here, and we regret that he no longer lives to take part in meetings like the present. But one of his name has for many years adorned the profession he loved, and is welcomed here to-day by not a few who cherish his father's memory. I have great pleasure in proposing Dr. Edward Allen Fay, Vice-President of Gallaudet College, and known for many years as editor of the *American Annals of the Deaf*, as Temporary President of the Convention. All in favor of this suggestion will manifest it by raising the right hand."—The motion was carried.

"It is also necessary to have a Secretary, and our custom has been to select some one living at the place of meeting.

I have great pleasure in naming Mr. Thomas P. Clarke, of this institution, for Temporary Secretary. All in favor will please manifest it by raising the right hand."—The motion was carried.

"Will Prof. Fay please take the chair?"

Prof. Fay took the chair and addressed the Convention as follows:—

"*Ladies and Gentlemen, Dear Friends:*—I thank you for the honor you have conferred upon me in choosing me to preside over the organization of the Convention. I take it however as a tribute not so much to myself as to the memory of my honored father, the first Principal of this noble institution, who laid the foundation upon which other men, his successors, have builded so well.

"This Convention is destined to be a memorable one, for it is to determine the form of our future permanent organization. Hitherto we have lived and strived without constitution or by-laws, but the time has come when it seems best to have a corporate existence. The Executive Committee, in accordance with the duty imposed upon it by the Twelfth Convention, will lay before us the draft of a constitution, which it will be for us to consider carefully, to amend as may seem desirable, and finally to adopt or reject. No doubt many of the members of the Convention, besides the members of the Executive Committee, have given much thought to this subject. Let us all be ready to accord for the opinions of others the same calm consideration that we desire for our own, and let us finally unite in such harmonious action as shall be for the best interests of the cause we all have at heart.

"I hope this Convention will also be a profitable one. At our last meeting, held at Chicago under the auspices and rules of the World's Congress Auxiliary, our Normal Department was necessarily omitted. We all felt that this was a great loss, though this was more than compensated for by the benefits we enjoyed in having a prominent part in the great series of World's Congresses of education, philanthropy and religion. In the arrangements for the present Convention the Normal Department has been given the most prominent place. Let

us enter upon its work with the sincere determination to learn all we can from the wisdom and experience of others, and to impart what we can from our own, in the spirit that Chaucer ascribes to the clerk in the *Canterbury Tales*:

“Gladly wolde he lerne, and gladly wolde he teche.”

“The Convention is now open for the transaction of such business as may be necessary to effect a permanent organization.”

On motion of Mr. E. B. Nelson, of New York, the Chairman appointed Mr. E. B. Nelson, Mr. D. W. McDermid, and Mr. Robert Patterson a committee on credentials.

On motion of Mr. J. N. Tate, of Missouri, the Chairman appointed Mr. J. N. Tate, Miss Alice Noyes Smith, Mr. D. R. Tillinghast, Mr. R. O. Johnson and Miss Mary T. McCowan, a committee to nominate permanent officers.

On motion of Mr. S. T. Walker, of Illinois, the Chairman appointed Mr. S. T. Walker, Mr. J. C. Gordon, Mr. J. W. Swiler, Mr. J. A. Gillespie, Mr. T. F. Fox, Mr. C. H. Hill and Mrs. Anna C. Hurd as a committee on order of business.

THE CHAIRMAN:—“Our host, the Superintendent of this School is well known to you all. I will call upon Mr. F. D. Clarke.” (Applause.)

MR. CLARKE:—“*Ladies and Gentlemen, Fellow Teachers*:—I cannot say how glad I am to see you all here to-day. It is always a pleasure to meet a teacher; if that teacher is a teacher of the deaf the pleasure is doubled; and when so many of you are here as my guests, words fail me to express how much I feel the honor.

“You come to us from every part of this beautiful land of ours—from far off Washington, which seems to us a misty, hazy mingling of Puget Sound and the Columbia River, of mighty trees and lusty salmon; from States whose shores are washed by the warm waters of our southern gulf, where a summer sun kisses to life and beauty the white-lipped magnolia and the fragrant jessamine; from staid New England, the land of steady habits, the birth-place of liberty, and the cradle of American culture; from the Lone Star State, “Where Texas

winds the mesquite toss" and whose proud sons carved on the shaft erected to their martyred sires:

"To Sparta from the bloody field
Thermopylae sent one;
To bear her message of defeat
The Alamo had none."

"You come from every State and Territory and from our northern neighbor, whose stalwart sons and beautiful daughters are proud to call themselves the loving loyal subjects of the greatest sovereign who ever adorned a throne—her gracious majesty, the Queen. You come to a State as fair as any, a people whose pride is their matchless system of public education, and we have with us a steadfast friend of that education; one whom those people delight to honor, the Chief Executive of this great State, who can say better than I, how glad we all are to see you here to-day. I have the honor to introduce to you, His Excellency, John T. Rich, Governor of Michigan." (Applause.)

GOVERNOR JOHN T. RICH:—"Ladies and Gentlemen of the Convention of American Instructors of the Deaf:—It is with more than ordinary pleasur that I address you to-day. Mr. Clarke has given you the words of welcome and as you are already his guests I will not need to say anything in that line. You may think that you are congregated in a city with a very hard name, but I assure you that the inhabitants of this city do not partake of the nature of the name of the city; in fact, no more hospitable people can be found than can be found in this city. (Applause.) You come from the farthest portions of this great country; you come from the everglades of Florida, from the hills of Maine, from Ontario and far off Manitoba, and every part of this broad land, and I welcome you to our institution, hoping that each may learn something good from this Convention, and I believe that our State and this institution will be permanently benefited by the holding of this Convention here. I will say but a few words of our State, for you all know of her vast extent of lake coast, her copper mines and broad forests, her institutions and pursuits. I will not dwell upon this except for one matter for

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which you are all in Michigan to-day, our institution. I think this State will compare favorably with the other States and Provinces.

"In 1850 the legislature provided for our educational system, and the institution in which we are was built soon after. The appropriation was made every two years. The school fund of this State is something more than \$1,000,000 a year, and is distributed among the several counties, by the counties among the towns, and by the towns among the districts, in proportion to the number of children of school age. The value of this fund to the State cannot be estimated. In counties not long settled the value of this fund can be scarcely estimated, and many locations are having good schools which but for this fund would be impossible. As the apportionment is on the number of scholars, in some of the new counties this fund largely exceeds the State tax paid by the county.

"We have of State educational institutions, a State Normal School, at Ypsilanti, with twelve hundred pupils; an Agricultural College, at Lansing, with four hundred pupils, also a Mining School, at Houghton, where practical and scientific mining are taught. The later institution is supported entirely by the State. The Normal School has a small endowment from the general government, and the Agricultural College so liberal an endowment as to be sufficient for all the needs to which this endowment can be legally applied.

"Then we have our University, which is too well known to require extended comment. It has three thousand students, and had this year seven hundred graduates. The University has an endowment of \$538,000 from the general government, and two years ago the State increased its endowment from 1-20 to 1-6 of a mill upon the taxable property of the State, amounting now to \$188,333 per annum, and continued the \$6,000 annually for the Homeopathic College.

"We have three large insane asylums, besides one for criminal and dangerous insane and a general asylum in process of construction, all of which are conducted on the most approved and humane methods. There are in addition to these and this institution, a school for the education of the blind, at

Lansing, one for dependent and homeless children, at Coldwater, an industrial school for boys, at Lansing, and an industrial school for girls, at Adrian. The two last mentioned are reformatory in their character, but except for the uniforms of the boys a casual observer would hardly recognize their character, as everything possible has been done to remove any appearance of prison surroundings.

"Each State institution is under the management and control of a board, who serve without compensation, but who have their expenses paid. An experience of nearly fifty years has proved the wisdom of this method of control. Citizens give the institutions under their care an interest second only to that given their own business, and so far there has been no betrayal of the trust imposed.

"I think this meeting will be productive of mutual good, not only to those participating in it, but to those now under your care and those to come under it in the future.

"I again heartily welcome you here and will be glad to welcome you to any or all of the Michigan institutions."

MR. F. D. CLARKE:—"The Superintendent of a school can have no person who can do more to help him than the President of his Board of Trustees. I simply wish to say that for the two years and almost a half he has been at the head of our school, we have been greatly benefited by his advice and aid. It gives me great pleasure to introduce our President, Hon. Clark B. Turner."

MR. TURNER:—"Ladies and Gentlemen:—I appreciate the words of our worthy Superintendent. I am unused to public speaking, my education in that regard having been sadly neglected when a boy, so you will excuse me if I read what I wish to say. It would seem almost unnecessary for me to attempt to add anything to the welcome tended you by our worthy Superintendent and His Excellency, the Governor of Michigan, but I desire, however, in behalf of the Board of Trustees, to bid you a hearty welcome here, and I esteem it a very great honor to be associated in any way with so noble a cause.

"After the thoughtful welcome tendered you by his Excellency, the Governor of Michigan, it would seem to be a work almost of supererogation for me to attempt to add anything to it.

"I desire, however, on behalf of the Board of Trustees of the Michigan School for the Deaf, to bid you a most cordial welcome within its walls. I esteem it a very great honor to be officially associated with this, in many respects, the chiefest among our State institutions, and an exalted privilege to look into your faces and thus address you. I feel, however, more like kneeling at your feet and learning wisdom than undertaking to edify you by any words I may utter. I realize that before me are some of the most eminent educators in America, yea in the world; specialists in a field of education made doubly luminous by the light which thoughtful research has shed upon it. A body of teachers engaged in a work second only to that commissioned by the great teacher to his disciples: 'Go thou into all the world and preach the gospel to every creature.'

"Yours is a special work, requiring special preparation. It is said, 'the ear and the tongue are organs of one nature.' It is no easy task to impart knowledge to those endowed with both of these faculties. How much more difficult is it to instruct those natures half bereft.

"Benjamin Place, in his "Thoughts on Life Science," denominates speech a *power* and its instrument *words*. Your special work and training have to do with words, imparting knowledge without the power of speech.

"Words can teach, for they put ideas one by one, piecemeal, and this is wanted in teaching. The mind requires time to take in one part before the next comes, and then time again, and so puts together by degrees a perfect whole, and can go back and recover any portion that has been dropped by the way. How vivid are the images that can pass from mind to mind in teaching; how, bit by bit, thought is put out, illustrated and cleared; how varied the pictures can be, how subtle the feelings that the magic touch produces or invokes, as a skillful teacher, little by little, unfolds himself and reaches the mind of another.

And the young mind receives it, losing some and keeping some, and makes it its own property, puts it out again new shaped, or as it was before, and adds fresh meshes to the great thought net which spreads over the world in words. What a wonderful curiosity shop the mind of a great man would appear if we could but see it. We should see it full of precious bits gathered from all generations and all races; here a fragment from a heathen of old, like a bit of polished marble; there the last new floating leaf of modern talk, crumbs of children's prattle, axioms of sages, morsels from friends and enemies, all lodged there by words. Then, side by side with these strangers, would be housed all he has observed himself on flood and field, in cities and solitudes, gatherings from the forest, hill or river, flowers and birds; a strange medley ready to put on word-shape at any time.

"All honor to that heroic and noble band of educators who, by special study, have sought and found, and who continue to seek and find, new methods of instruction, new avenues by which knowledge may be imparted to these unfortunate wards of ours. All honor to those noble and philanthropic souls who nearly eighty years ago first sought by State legislation to lift out, many of them from the lower strata of society, these speechless jewels in the rough, and make them shine as stars of the first magnitude.

"We are glad that our own State, foremost among the States of the Union in providing a free educational system, forty-one years ago made provision for the fostering and maintenance of its deaf children. We have a school, the present valuation of which is nearly half a million dollars, giving liberal instruction to an average of three hundred and sixty odd pupils. A school (thanks to its noble hearted and efficient Superintendent, its conscientious, painstaking teachers) which stands second to none in the Union in the character of the work done, as evinced by the fact that out of seventeen in the United States who have been granted admission to the college for the deaf, at Washington, D. C., four of them, and all who sought admission from Michigan, are graduates from our school.

"We speak of these things not in a boastful spirit, but as

showing the proud eminence of our system of education, knowing the keen appreciation you have in educational matters generally and the interest you feel in this particular branch of the work.

"We are proud to be citizens of this country, and we welcome you as patriotic citizens, also, who know no north, no south, no east, no west: but, coming as you do from every quarter of the nation, actuated by motives and impulses pure and honorable, seeking how to labor best in your chosen field for the further promotion of our silent proteges.

"We are proud to be citizens of Michigan, rich in material wealth and boundless in her resources, proud of the achievements she has made in advancing our Christian civilization.

"We welcome you to Flint, the most beautiful, progressive and prosperous city in the State, except Pontiac, noted for the culture and refinement of her people, and whose generous hospitality is proverbial.

"We bespeak for this Convention, in matters social, a joyous meeting of old friends and co-laborers; intellectually rich in interchange of thought and expression, embued with a spirit of veneration and love to the Great Teacher and Allwise Preserver who has permitted us to come together, and who will direct the salutary influence emanating from these minds and hearts to His honor and the good of mankind."

CHAIRMAN:—"I will ask President Gallaudet, the Chairman of the Standing Executive Committee, to respond to the kind words of welcome which we have received." (Applause.)

PRES. GALLAUDET:—"Mr. President:—I am pleased in coming into this body of friends, as I may call all workers in this noble cause, to express their cordial response to the Governor, the Board of Trustees and Mr. Clarke, who have met us so warmly, giving us this royal welcome. I might take the opportunity to make a somewhat lengthy speech, but as I expect to occupy the attention of the Convention shortly with a somewhat lengthy report, I will now speak but briefly. The first Convention which I attended, thirty-nine years ago, seems but as yesterday. I am looked upon as one of the old men, which

I can hardly realize, for my spirit and courage are still youthful in our cause. Speaking for all my brethren and sisters, I will say that we are glad to be here, in Michigan, in a State which has made so noble a provision for the uplifting of its people; that we are glad to be in Flint, the most beautiful town in Michigan, except Pontiac (laughter), and that since we are so glad to be here, we are going to prove that we are glad by making ourselves at home." (Applause.)

CHAIRMAN:—"This is the Convention of the American Instructors of the Deaf, and we use the word American in a very broad sense. I will call upon Dr. Chamberlain, the Inspector of Public Institutions of Ontario. Will Dr. Chamberlain please come forward? I have the pleasure to introduce Dr. Chamberlain." (Applause.)

DR. CHAMBERLAIN:—"Governor, Mr. President, Ladies and Gentlemen:—I assure you that it is with feelings of pleasure that I meet with you at this Convention, to see so many of the principals and teachers of the deaf assembled together from all parts of your country from California to Maine, as well as representatives from Canada, all zealously interested in promoting the welfare and imparting instruction to that class of our fellows who are deprived of the sense of hearing. It is to me a guaranty that the men and women of this Christian country are alive to the importance of relieving the distresses and bettering the condition of the unfortunate of all classes. It is a noble work to be engaged in, and I am sure as a result of your deliberations at this congress great good will ensue.

"Not expecting to be called upon to speak to you, I have prepared no subject and given the matter no thought, and shall not take up your time by any lengthened remarks.

"I was pleased to hear His Excellency, the Governor of this State, say that Michigan had no public debt, and that it had contributed liberally to support and sustain educational and charitable institutions; as well as his glowing description of its resources. His remarks were so applicable to the condition of my own Province, Ontario, in Canada, that I shall not refer to it as a fertile wealthy Province, but tell you a little of

its character and side.

"I occupied the State of Michigan, my character and Ref. have to for the year, inmates twice two million \$1,000,000 in Canada diem al hospitals; makes a to Old Dumb Province the excess which all main

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its charitable institutions over which I have the honor to pre-
side.

"I occupy in Ontario the same position as your Board of State Charities occupy here and in other States. I have under my charge, Homes, Orphanages, Hospitals, Asylums, Gaols, and Reformatories. For the support of those institutions I have to see that the portion of the Provincial monies required for their maintenance is provided by the Legislature each year, make rules for the government and discipline of the inmates, and visit all of them in the Province at least twice a year. Although our population is only about two millions, our Legislature grants yearly nearly a \$1,000,000 for charitable purposes. It is the only Province in Canada that contributes from its revenues a grant or per diem allowance for the support of patients treated in Hospitals; and I believe you have no State in your Union that makes a provision in this way. We give a per capita grant to Old People's Homes and to Orphanages. The Deaf and Dumb and Blind Institutions are supported wholly by the Province, as well as the Reformatories. The Asylums, with the exception of the amount received from paying patients, which is a very small proportion of the total cost, are all maintained from Provincial funds.

"I have thus briefly given you an outline of what the Province of Ontario is doing in this great charitable work.

"From my many years' experience as a medical man, I have come to the conclusion that if part of our zeal and expenditure was devoted to preventing the increase of the unfortunate classes, by properly instructing the people how to avoid those calamities, much good would result.

"As a Canadian I am proud of my country and its institutions. I also recognize that you have a great country and are a great people, and we Canadians have a strong brotherly love for you and your institutions, and look upon you as one of the greatest Christian countries of the earth. As an illustration of our admiration and our desire for the closest possible relationship, we have spanned the St. Lawrence and Niagara Rivers with bridges in many places to make access

more easy, and because of the wealth of this State, as described by the Governor, and the amiability of your people, we have tunnelled under the St. Clair in order to reach you quickly.

"The only thing that I dislike is the disagreeable act we all have to submit to, under what is called Custom Regulations, when coming through the tunnel from our Province to your State. This custom has been so long in use that the old people of each country still cling tenaciously to it. I am glad to be able to say that I believe the children of both countries would like to see it abandoned.

"I shall not take up your valuable time further, but will again say that I am pleased to have this opportunity of meeting with you, and in conclusion, I trust your deliberations will be very pleasant and profitable. And as I see over this platform the Stars and Stripes and Union Jack so beautifully blended together, I trust that it is emblematical of the unity that now exists between your country and mine, and which will continue for all time to come, making these two great Christian nations, acting in concert, the educators, dictators and mistresses of the world." (Applause)

CHAIRMAN:—"We will be glad to hear from Hon. J. W. Sifton, of Manitoba."

*MR. SIFTON:—"Mr. Chairman, Ladies and Gentlemen:—I came here to learn and not to talk. If I had known, Mr. Chairman, that you had any idea of calling on me to speak to such an audience as this, it seems to me, Sir, that I would have spent a week or so trying to get some thoughts together; but only a couple of hours ago I was told that I was one of those to acknowledge the welcome extended us. When I was listening to those eloquent speeches, it seemed to me that I was getting more and more confused. (Laughter.) But as my brother, Dr. Chamberlain, spoke, he rather relieved me; for,

*The stenographer's report was incomplete and Mr. Sifton could not be reached by mail in time for this report. The above is the best we could do, although we are aware that it does not do justice to Mr. Sifton.
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as I occupy the same position in the Province of Manitoba that he does in Ontario, I felt that he was speaking for me.

"Now, Sirs, coming as I do from a little Province, I cannot boast as some of you can, of the large amount of money that we spend on our public institutions; but I can boast that we look after our unfortunates. Some five or six years ago the people of our Province thought it necessary to provide a reformatory for our boys. Other provinces had provided these and they thought it was better to provide it in time, so they built a reformatory, expecting to use it; but they have only had one inmate. Feeling that it was not necessary, it was closed and converted into an institution of another character. In that new country we have not found it necessary to have a place called a reformatory for our boys. I cannot boast of very large mountains in our country, I cannot boast of our gold and silver and precious metals, but I can boast of our wheat. We do think we have the best wheat country in the world, and we think we have the best children and the handsomest women in the world. (Applause.)

"I have had the privilege of traveling through your country, and knowing your people, so I am not surprised at the welcome we have received. I would like, Mr. Chairman, to invite this Convention to visit us at some future date, for although we have cold winters we have warm hearts, so it does not seem cold."

CHAIRMAN:—"We will have the report of the Standing Executive Committee."

DR. E. M. GALLAUDET:—"Ladies and Gentlemen:—The Standing Executive Committee have thought it best that the report should be made to-day. I will present first the report of the editor of the *Annals*.

FLINT, July 1, 1895.

DR. E. M. GALLAUDET, Chairman of the Standing Executive Committee of the Convention of American Instructors of the Deaf;

Dear Sir:—I respectfully submit a summary of my receipts and disbursements, as editor of the *American Annals of the Deaf*, since the last

Convention of American Instructors of the Deaf, held at Chicago, in July, 1893:

RECEIPTS.

From balance on hand July 17, 1893.....	\$1018 25
" assessments on schools.....	2796 40
" individual subscriptions.....	474 65
" sale of back numbers.....	65 72
" advertisements.....	22 13
" sale of Proceedings of World's Congress.....	243 96
Total.....	\$4621 11

DISBURSEMENTS.

For printing, engraving, etc.....	\$1326 69
" salary of editor.....	800 00
" articles of contributors.....	436 90
" rent.....	100 00
" traveling expenses in connection with meetings of the Committee.....	264 66
" postage, stationery, etc.....	155 74
" Proceedings of World's Congress of Instructors.....	831 09
" exhibit at World's Exposition.....	40 91
Balance on hand July 1, 1895.....	665 12
Total.....	\$4621 11

I submit also for the examination of the Committee, the book containing the *Annals* account with the editor, which shows all receipts and disbursements in detail: also vouchers for all disbursements since my last report to the Executive Committee.

The amount of the assessment paid annually by each school is as follows:

ANNUAL ASSESSMENTS.

Alabama.....	\$ 17 20	Minnesota.....	33 60
American.....	63 60	Mississippi.....	16 00
Arkansas (until Mar. 31, '94).....	18 40	Nebraska.....	15 60
California.....	26 80	New York.....	131 20
Central New York.....	30 00	North Carolina.....	16 00
Clarke.....	26 00	Ohio.....	50 00
Colorado.....	16 00	Ontario.....	99 50
Columbia.....	50 00	Oregon.....	6 00
Florida (until Dec. 31, 1893).....	6 80	Pennsylvania.....	126 80
Georgia.....	14 40	Rhode Island.....	10 00
Halifax.....	14 80	St. Joseph's.....	76 00
Illinois.....	141 60	South Carolina.....	9 60
Indiana.....	121 20	Tennessee.....	15 00
Kentucky.....	30 00	Texas.....	32 00
Le Couteux St. Mary's.....	20 00	Virginia.....	33 60
Manitoba.....	10 00	West Virginia.....	25 60
Maryland.....	25 00	Western New York.....	24 00
Maryland (colored).....	4 80	Western Pennsylvania.....	30 00
Michigan (since Jan. 1, '95).....	70 80		

The assessment is at the rate of 40 cents a pupil annually, and is based upon the number of pupils present in the schools on the first day of December, 1876, except in the case of schools which at that time had not yet come into existence or had not assumed their share of the support of the *Annals*, whose assessment is based upon the number of pupils present when their assessment began.

The Fredericton, Iowa, Kansas, Louisiana, Mackay, Missouri, Montana, Montreal Male and Female, New England Industrial, New Jersey, New Mexico, New York Improved, North Dakota, Northern New York, Pennsylvania Home, Pennsylvania Oral, South Dakota, Texas Colored, Utah, Wisconsin, Washington State, and the private, denominational, and day schools have not contributed to the support of the *Annals*, except in some cases by subscribing for several copies.

In accordance with the action of the World's Congress of Instructors of the Deaf, held at Chicago, in 1893, and the instructions of the Executive Committee, the Proceedings of the Congress were published as a supplementary volume of the *Annals*. In order to bring the Proceedings within a volume of reasonable compass, the papers were abridged somewhat, reducing the total mass about one-fourth. This was a delicate task, but so far as I am informed, no dissatisfaction was expressed at the result. The Proceedings of the Congress as thus abridged, together with the Proceedings of the Thirteenth Convention, Indexes, List of Members Present, etc., made a volume of 316 octavo pages, which was issued within less than three months after the adjournment of the Congress. The price of the Proceedings was set at one dollar a copy, but copies were supplied at half price to schools contributing their share towards the support of the *Annals*, with a discount of 10 per cent. on ten copies and of 20 per cent. on twenty or more copies. Individual subscribers to the *Annals* were also allowed to obtain single copies at half price. One thousand copies were printed, and about 450 have thus far been sold.

In accordance with a resolution adopted at the Thirteenth Convention, the card statistics of schools, collected in connection with the United States Census office, in 1890, the expense of which was paid in part by the Volta Bureau and in part by the United States, have been transferred from the keeping of the Executive Committee to that of the Volta Bureau, to be kept in its new fire-proof building.

On the completion of the first twenty volumes of the *Annals*, a comprehensive Index to them was published, and on the completion of the next ten volumes, an Index to them. At the end of the present year our fourth decade of volumes will be concluded, and I respectfully recommend that an Index to them be issued as soon as practicable.

Within the past few years there has been a growing desire that the *Annals* should be issued more frequently, and the recent suspension of the *Educator*, which admirably supplied the needs of the profession in this respect, suggests that the present is an appropriate time for mak-

ing the change. I therefore recommend that, beginning with the next volume, the *Annals* be published monthly during the school year, each number to contain at least 32 pages. That will increase the expense, but for several years our income has been somewhat in excess of our expenses. If all the schools now sharing the burden of support will continue to pay their present assessments, if others will assume their share of the burden, if the price for individual subscribers and schools not paying the assessments be increased to \$3.00 a year, and if advertisements be sought, I think we shall be able to meet the additional cost. Some contributors have expressed a willingness to dispense with the compensation now paid for articles, in order to provide for the increased cost of monthly publication; but I trust the other means above suggested will render it unnecessary to change the pleasant custom, which has prevailed for the past twenty-seven years, of offering a modest honorarium to the contributors to the *Annals*.

Respectfully submitted,

E. A. FAY, *Editor*.

"The Committee feel that were the *Annals* to continue to be under the control of Convention, which is soon to become a chartered body, possessed of funds to a greater or less extent, it would be quite likely that some Boards of Directors would propose to withdraw the pecuniary support now given. Such a course, once inaugurated, would serve as an example likely to be followed by others, and were this to occur, the *Annals* would soon be in a condition of great financial embarrassment.

"Your Committee therefore recommend that the control of the *Annals* be restored to the Conference of Principals, by whose action, at the first meeting of that body, at Washington, in 1868, the publication was revived in its present form.

"The Committee also desire to report a draft of a Constitution for the proposed organization. This is quite a lengthy document, and as it has been printed and is now in the hands of the members, I will file it with the Secretary without reading.

"At the meeting of the Convention at Chicago, the Executive Committee was instructed to make an overture looking to the union of this body with the American Association to Promote the Teaching of Speech to the Deaf. The overture was made and, as you all know, the American Association declined it."

CHAIRMAN:—"What will you do with the report?"

A MEMBER:—"I move that the report be received, and the draft of the Constitution lie on the table to be taken up at our business meeting."

A MEMBER:—"I second the motion."

DR. BELL:—"I think the statements of Mr. Gallaudet, in his report as Chairman of the Executive Committee, relative to the proposition of the union of this body with the American Association to Promote the Teaching of Speech to the Deaf, require a little correction. As a member of the joint committee appointed by the American Association to Promote the Teaching of Speech to the Deaf to confer with a committee from this body, and the only member present, I may say that, so far from declining the proposition, our committee submitted a plan of union to this Executive Committee. They declined it. I think that is correct."

DR. GALLAUDET:—"Mr. Chairman:—The Chairman of the sub-committee only begs to say that in his judgment, in which he believes he will be sustained by many others, the so-called "plan of union" submitted by the Association members of that joint committee, so far from being a plan for union, was a plan for the confederation, merely, of existing organizations, with a third to be created. This third body was to be controlled by a cumbersome Board of fifteen Governors, chosen by a partnership vote of the Convention and the Association, and its principal business was to be the management of the *Annals*.

"If this scheme was a plan for 'union' my knowledge of the meaning of the English language is very poor. The plan for union proposed by the Convention was declined more than once by the Association, or to speak more precisely, by its Directors, and never more decisively than by the presentation of the measure Prof. Bell most absurdly, not to say disingenuously, calls a proposal for union."

CHAIRMAN:—"You have heard the motion. Those in favor of receiving the report as read, and referring the draft of the Constitution to the business meeting, will raise your hands. The motion is carried. Is there any further business before the Convention?"

MR. NELSON:—"Mr. Chairman, what should be the course of the Committee on Credentials? Are they to take the names of the visitors present from those names which have been placed on the register?"

CHAIRMAN:—"We would like the name of every person who was present to be enrolled as a member of this Convention. We wish to publish a report of this Convention and to have all the names of those present. If we do not have the names we cannot tell whether you were here or not."

MR. GORDON:—"I should like to make an announcement. All members of the Business Committee are requested to meet in this room after supper; immediately after supper, for a few minutes only."

MR. WALKER:—"Is the Committee on Permanent Officers going to report before we adjourn?"

CHAIRMAN:—"To-morrow morning is the time set for that Committee to report."

A MEMBER:—"Mr. Chairman, I move we adjourn."

A MEMBER:—"I second the motion."

CHAIRMAN:—"You have heard the motion to adjourn. All in favor will manifest it by raising the right hand. The motion is carried. The Convention stands adjourned till 9 a. m., to-morrow."

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Second Day.

Wednesday, July 3, 1895.

Morning Session.

The Convention came to order at 9 o'clock, a. m., and after a prayer by the Rev. Job Turner, the business was commenced by the reading of the minutes, which were approved.

Mr. Walker submitted a programme for the day, as a report from the Business Committee.

A MEMBER:—"Mr. Chairman, I move that the report of the Committee be adopted and the Committee be continued."

A MEMBER:—"I second the motion."

CHAIRMAN:—"It has been moved and seconded that the report of the Business Committee be adopted and the Committee be continued. All in favor will manifest it by raising the hand. The motion is carried. We will now have the report of the Committee on Enrollment."

MR. NELSON:—"The Committee on Enrollment are not ready to report, and ask that the report be deferred."

CHAIRMAN:—"We will defer the Report of the Committee on Enrollment and pass to the report of the Committee on Permanent Officers."

MR. TATE:—"Your Committee on Permanent Officers beg leave to submit the following report:—

"*For President*:—W. O. Connor, Cave Spring, Ga.

"*For Vice-Presidents*:—John E. Ray, Danville, Ky., D. W. McDermid, Winnepeg, Mann., D. C. Dudley, Colorado, Springs, Col., Robert Patterson, Columbus, O., J. H. Johnson, Talladega, Ala., F. W. Booth, Mt. Airy, Penn., J. L. Smith, Fairbault, Minn., J. H. Cloud, St. Louis, Mo., Miss Sarah Fuller, Boston, Mass.

"*For Secretaries*:—Thos. P. Clarke, Flint, Mich., G. M. McClure, Danville, Ky., S. W. Gilbert, Indianapolis, Ind., S. C. Bright, Fulton, Mo.

A MEMBER:—"I move that the report be adopted and the officers declared elected."

A MEMBER:—"I second the motion."

CHAIRMAN:—"You have heard the motion; all in favor will manifest it by the usual sign. The motion is carried. Will President Connor please take the chair?" (Applause.)

President Connor took the chair and addressed the Convention as follows:—

"My Friends and Fellow Workers:—It is perhaps needless for me to tell you that the action taken by such a distinguished body of educators, in conferring upon me an honor to which I feel so little entitled, and so unworthy to bear, fills my soul with pride and heart with gratitude, especially since those who have known me so long have seen proper to assist in conferring this honor.

"It is a fact well known to most of you, that while I have been meeting with you for many years, I have not been what might be called an active worker upon the floor of the Conventions, and have taken but little part in the discussions of the subjects presented at these meetings; still, as a life-long and earnest worker for the cause of educating the deaf, I claim to have endeavored to perform my duty to its fullest extent. I have often wished that I could do more. At such times there come to me these words of Burns:

'A wish, I mind its power,
Shall move me to my latest hour,
That I, for poor old Scotland's sake,
Some useful thing or book might make,
Or sing a song at least.'

"I think, with all of you, that this meeting is perhaps the most important that has been convened for many years, as among other things, the character of the organization will be changed from that of what might be termed a mass-meeting, to a permanent and legal association.

"To do this will require care and deliberation, for upon the care with which you lay the foundation will largely depend the successful future working of the association.

"Having had but limited experience in the wielding of the gavel over deliberative bodies, I hope you will bear with me,

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and help me. I shall do all in my power to expediate business and make of it a business meeting.

"Again thanking you for what I consider the greatest honor that can be conferred upon me at this or any other time, the Convention will now proceed to the business to be brought before it.

"We will now listen to a paper by Mr. F. D. Clarke."

A QUESTION IN PSYCHOLOGY.

BY FRANCIS D. CLARKE, M. A., C. E.,
Superintendent Michigan School for the Deaf.

"If we have to teach, is it not useful to know how the mind acquires knowledge?"—*Rooper.*

I deem it no reflection upon those wise, learned and conscientious men who went before us in the noble work of teaching the deaf, to say that, in my opinion, the teachers, methods and results of to-day, in American Schools especially, are much in advance of those of twenty-five years ago. Nor would I take it as derogatory, if any prophet amongst us should tell me that those who will stand in our places twenty-five years hence will be superior to us.

By methods, I do not mean the much talked of oral, manual or combined, but use the word in the sense in which our brethren of the common schools use it, to denote the manner in which the teacher educates, or draws out, his pupils; the adaptation of teaching to the child.

The aim of all true educators is not to make or build a man, but to help a child's own nature to develop harmoniously all the powers of his body, mind and soul. We who have to do with children, especially we teachers of the deaf, who more—a thousand times more—than any other teachers, are responsible for what our pupils become, should strive unceasingly to help them grow into the very best men and women they possibly can.

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We should search diligently in the minds of our children for any hidden possibilities, which, without our help, might lie dormant, and by a touch, or by long continued effort, rouse them into activity and life.

How to do this with each child who comes into our classes is an exceedingly difficult and very intricate problem, and carries with it a solemn responsibility.

That we, or our successors, will perfectly succeed, is not possible, and will never be, as long as teachers are human; but that we will do better as the years roll by, I do not doubt.

Education is directing self-development. The true teacher is he who directs the child-mind in its efforts to develop as a perfect and harmonious whole, encouraging it to use one power more, and another less, so that all will develop into a symetrical maturity. The child must do the thinking; the teacher cannot do it for him; his work is to promote the thinking and to assist in its expression. Skill in the teacher is the ability to know the child's thought before it is expressed, and to assist its development and expression. There may be thought, to a limited extent, perhaps, without expression; but in the child there can be but little development of that thought without expression—language; and the fuller and freer that expression is, the more rapid will be the development of the thought. Language teaching is, therefore, and always must be, with the great exception of character building, the greatest and noblest work of the teacher; and no teacher can hope for even moderate success in this, unless he knows how a child's mind works. This knowledge we can only gain by watching that mind at work.

Remember, we must watch the child's mind, not our own. It is just here that so many have failed in the past, and fail now.

At first thought, one would suppose that the mind of a deaf child—undeveloped and able only with greatest difficulty to find expression—and that of an educated, hearing adult were so different, that educated men and women would not expect one to act as the other does, except after long training. It seems a natural conclusion that things so different would work differently. Observation has convinced me that they do.

Many teachers look, not into the deaf child's undeveloped mind to find facts on which to base a system to develop it, but into their own mature and well trained consciousness. Not knowing the nature and power of the child's mind, their efforts to assist its development are ill directed, and they are unskillful teachers. They fail to cultivate observation, perception, conception, comparison, judgment, memory and language; or they do so at a great disadvantage. They make blunders as great as it would be to teach calculus and conic sections in the primary department.

The more the teacher knows of the psychology of the deaf child's mind, its powers and weaknesses, its methods of growth and laws of action, the greater judgment and foresight he can use in applying to it the accepted axioms of the science of education; for education is a science, and not a collection of haphazard, hit-or-miss rules-of-thumb.

All psychologists agree that observation is yet needed to perfect their knowledge of the powers and laws even of the educated and developed mind, while with the minds of hearing children the science is yet in its infancy.

These thoughts were suggested by an article in the *Forum* of last August, by Prof. E. W. Scripture, from which I make the following quotations:—

"It is possible in many cases to determine, by actual experiment, the best methods to be used in instruction. Suppose, for example, that a number of foreign words are to be associated with a number of English words: it is not enough for the educator to know how this is usually done, he must know how to do it in the shortest time and with the least effort. With this in view, I once made a few experiments, not with the idea of obtaining and definite results, but merely to try if there might not be a way of 'experimental education.'

"On each of eight cards I pasted a picture and a Japanese word in ordinary Roman letters; on eight more I put a German word (the experiments were made in Leipzig) and a Japanese word.

"These were shown successively several times to another person. Two days afterwards, half of each card was shown him, and he was asked to tell what was on the other half; *e. g.*: he saw a picture and had to give the Japanese word belonging

to it. The results, for which I do not in the least claim scientific accuracy, can be arranged as follows:

"When the picture was shown alone and the word demanded, the correct answer was given three times out of eight; when the German word was shown, not a single time could the Japanese word be given; when the Japanese word was shown and the picture demanded, it was given correctly in every case but one, whereas the Japanese word was able to call up the German word only three times out of eight. Now suppose that this series of experiments, instead of being limited to a single occasion, had been extended till the results could claim the authority of numbers, then we could lay down the law that, in teaching vocabularies of foreign languages, more than three times as rapid progress can be made from learning from pictures than from merely placing words side by side."

I do not intend to claim any authority for this experiment, but it is a very suggestive one. How can we lead the minds of children to develop fastest and most naturally? Are we doing so now? Is there a better way? Are we doing what we should to find it? All these questions are suggested by the extract I have read.

In reading the writing of any one of those whose labors have left an impress on the science and art of education, from Pestalozzi's time till now, we are impressed with the very great importance which all of them attach to sense-impression—to the necessity for a child to see and to feel the object, to hear the sound, or to perform the act.

Have we, as teachers of the deaf, paid sufficient attention to the way in which we present new ideas? Are we sufficiently impressed with the importance of presenting them rightly? Do we make experiments in this line?

Many of us say and believe that ideas and thoughts should precede language and expression; but are we careful enough to see that the ideas are sharp and clear, and that they are properly connected and presented in proper order? Are we not too often satisfied with language not founded on the user's thoughts?

Mr. Chairman, and fellow teachers, I believe that the time has come for careful investigation of these questions, and that we, the teachers of the deaf children of American, are those

who should conduct it. I hope that this Convention will not disperse without the formation of a section for this work, which will take it up conscientiously, fearlessly and thoroughly."

MR. WALKER:—"I would like to express my appreciation of the paper and the subject, if nothing more. I think that, as teachers, we too often forget that we are teaching children and not men and women. In the most of our classes we are so unfortunate as to have numbers ranging from fifteen to twenty, where we should have, as our friends the oralists have, only four or five, to do the best work. I think we frequently make a mistake when we are writing and talking on the subject of methods and theories—we forget these points. But this is not on the line of Mr. Clarke's thought. He wishes us to get down to a study of the child's mind. I believe that is an important thing. Down in Illinois we have an association, which is a very progressive one, being formed in the State University, and conducted by the professor of Psychology. It is called an "Association for Child Study." I have the honor to belong to the association, and I expect to reap great benefit from it, although it is young and its experience not very extended. I would like to call on Mr. Taylor to give some outline of what has been done in Pennsylvania, as I understand he is a member of a similar association in Pennsylvania. I refer to Mr. Harris Taylor."

CHAIRMAN:—"Is Mr. Taylor in the house?"

A MEMBER:—"He is not."

CHAIRMAN:—"Is there anything further to be said on this subject? The next paper on the programme is by Dr. E. M. Gallaudet."

SOME INCIDENTS IN THE PROGRESS OF DEAF-MUTE EDUCATION IN AMERICA.—1890-1895.

BY EDWARD M. GALLAUDET, Ph. D., L.L. D.,
Chairman of the Standing Executive Committee of the Convention.

The period indicated in the title of this paper has been one of more than usual importance and interest in the work of our profession.

It is not my purpose to present at this time a report of the progress of the education of the deaf in American since 1890, for to do this would be "Carrying coals to Newcastle."

The many journals devoted to the interests of the deaf have kept the members of our profession well informed as to the establishment of new schools, the enlargement of some of the older ones, modifications in methods, and the healthy advancement which has, in general, been made in many quarters.

From this record, familiar to most of you, the conclusion may, without question, be drawn, that during the past five years the cause of deaf-mute education in American has been liberally sustained by the public, and has fully kept pace with other educational movements, the success of which marks the period as one more fruitful of good results than any of similar length in the history of America.

While we may find occasion for congratulation in the general results thus very briefly alluded to, it is true that, during years just passed, there have been at work in and on our profession, influences, the presence of which is to be greatly regretted, and the spirit and method of which are open, in many instances, to very serious criticism.

Many who are here present remember with pleasure the large and harmonious gathering of our profession, at Berkeley, Cal., in the summer of 1886.

Advocates of all the methods then in vogue attended the Convention, and after much friendly discussion and comparison

of views, a platform of principles was adopted, with entire unanimity, which it was hoped might serve as a basis for enduring harmony in our profession.

The preamble and resolutions forming this platform were as follows:—

WHEREAS, The experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions, and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals; it is therefore

Resolved, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all.

Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor.

These resolutions certainly furnished a platform broad enough and sufficiently liberal to afford ample standing-room for all in our profession, even though there were considerable differences of opinion existing as to the relative value of methods.

And I believe the harmony manifested at the California Convention would have continued undisturbed, had not an influence from outside our profession forced itself in at the meeting held in New York, in 1890, effecting an organization quite independent of the Convention, and equally beyond the control of the profession, although its members generally were invited to contribute their moral and pecuniary support to this new association.

It will be remembered by many that on the first day's session of the New York Convention of 1890, Professor Bell called the

attention of the Convention to a resolution adopted by the Third Convention of Articulation Teachers, held in New York, in 1884, requesting the Convention of American Instructors of the Deaf to organize a section for the promotion of articulation teaching. The records of the Convention of 1890 show that this resolution was referred to the Business Committee; that at the third day's session this Committee reported a recommendation inviting the oral teachers present to form "a section for the promotion of articulation teaching, to be organized under its own officers;" and that on the following day Dr. Crouter, of Philadelphia, representing the oral teachers, reported that the suggested section had been organized under an Executive Committee consisting of Caroline A. Yale, Chairman, Ellen L. Barton, Sarah Fuller, David Greene, and A. L. E. Crouter. The acceptance of this report by the Convention certainly gave to the work of oral teaching all the recognition and support that its warmest friends could reasonably desire or ask from the profession as a whole. But that this did not satisfy every one soon became evident; immediately following the creation of the Oral Section came an announcement that Prof. Bell had secured the organization of an Association to promote the cause of oralism in America, had endowed it with the sum of \$25,000, and was to be at the head of its Board of Trustees.

These facts were stated in such terms as to lead the members of the Convention to assume, wrongfully, as the sequel has proved, that the new Association was to be composed mainly of and governed by teachers, and the hope was expressed that all instructors of the deaf would ultimately become members. Definite disclaimers of partisan purposes were accepted, as given by the authority of the founder of the Association, and it was believed by most of those present that an advance was being made in a good cause and on the line of harmony in the profession. Few, if any, who joined in the rising vote of thanks to Prof. Bell for his benefaction, dreamed that he was establishing a propaganda for the persistent advocacy of the pure-oral method, and the ultimate abolition of every other method from the schools for the deaf in America.

And no one, certainly, would have undertaken to predict that in each of the five years immediately following this action, definite and strenuous efforts would be made by Prof. Bell, and those he might be able to induce to act with him, to push the cause of pure-oralism to the fore, and to secure for it, as soon as possible, a controlling influence in the work of deaf-mute education in America. That such has been the course pursued by the promoters of pure-oralism in this country during the past five years, and that they have worked with a partisan spirit and purpose, calculated to engender serious if not permanent antagonism in the profession, I will now undertake to show.

And having done this, I shall offer a few suggestions as to the course to be pursued in the future by those who wish to promote harmony in the profession, and the permanent prevalence of methods, the practice of which has the support, not only of the great majority of teachers in this country, but of the intelligent, well-educated deaf people of all countries.

In the autumn of 1890, the authorities of the College, at Washington, declared their purpose, through the annual report of the institution, to establish, as soon as practicable, a Normal Department in which graduates of colleges might learn how to teach the deaf by both the manual and oral methods. The immediate suggestion for the establishment of this department came from a prominent promoter of pure-oralism, who has for several years been a director of the Speech Association, Mr. L. S. Fechheimer, of Cincinnati, O. A letter from this gentleman to his representative in Congress, Hon. Benjamin Butterworth, then a member of the Committee on Appropriations, in aid of this measure, appears in the report of the institution for 1890.

The matter was considered by Congress, in February, 1891, and Prof. Bell appeared before the Committee on Appropriations in earnest opposition to the new department, making misstatements as to the purpose of the authorities of the College, in excuse for which no plea of ignorance on his part could be entered. Had Prof. Bell made his opposition to the College at this time only personal, I should have made no

allusion to it in this paper. But when, after his appeal to the House Committee, the Committee and the House took action wholly favorable to the requests of the college authorities, Prof. Bell solicited and secured the backing of all the oral schools of the country, but of no others, and renewed his attack before the Senate Committee, sending in to the Chairman of that Committee statements intend to be damaging, which he had previously been informed were at variance with facts.

While this controversy was in progress, the President of the College addressed a communication to the Board of Directors of the Speech Association, referring to a circular then recently received, in which schools for the deaf needing assistance in the matter of teaching speech were requested to apply to the Association for aid. In this letter the President of the College set forth that the proposed Normal Department would provide for the training of oral teachers and that its successful organization would enable the College to offer instruction in speech to all its students. In view of this fact, the aid of the American Association to Promote the Teaching of Speech to the Deaf was invoked in behalf of the measure then pending before Congress.

The Association declined to respond to this appeal favorably, thus giving its support practically to its President, in the attitude of hostility he had taken towards the College before Congress, which he continued to the close of the session of that body. And on the day Congress adjourned, Prof. Bell sent telegrams to many of his supporters, announcing the result of his efforts. One of these telegrams, sent to a northern school, states that "finally the Normal Department has in part succeeded;" while another, sent south, reads, "the Normal Department scheme finally defeated." It need hardly be added that neither of these conflicting telegrams gave the truth. So much for the efforts of the partisan propaganda of pure-oralism, in 1891, of which many interesting details might be added, did time permit.

In the summer of 1892, when many were on their way to the Colorado Conference of Principals, the members of the Standing Executive Committee of the Convention had

arranged to meet, in Chicago, Dr. S. H. Peabody, Director of the Department of Liberal Arts in the Columbian Exposition, with the view of arranging an exhibit of the schools for the deaf in America. The meeting was held in the Grand Pacific Hotel, and as Professor Bell was a guest of the hotel at the time, he was invited by the Chairman of the Committee to be present. Similar invitations were extended to several heads of schools who were also stopping at the hotel. The consultations between the Committee and Dr. Peabody had hardly begun when Prof. Bell, speaking as President of the Speech Association, suggested that the space to be set apart in the Exposition for an exhibit of the schools for the deaf, ought to be placed under the control of his Association rather than in the hands of the Committee of the Convention, giving as reasons for his claim, that the Association was an incorporated body, which the Convention was not, and that the Association had money, which the Convention had not.

Prof. Bell must not be held responsible for his failure to oust the Committee of the Convention from the enjoyment of the legitimate rights and privileges to the exercise of which it had been invited by the authorities of the Exposition. He exerted himself to the utmost to accomplish this result.

At the Colorado Conference of Principals, of which Prof. Bell was an honorary member, by courtesy of the Conference, he opened a discussion which, as the sequel proved, was intended as a serious advance toward the overthrow of the Combined System of educating the deaf, then, as now, the system prevailing in a large majority of the schools in this country.

The paper which Professor Bell brought forward at this time was on the Proper Classification of Methods of Instructing the Deaf, and its evident aim was to secure the elimination of the term "Combined System" from the literature of deaf-mute education.

As is well known, the proposals of Professor Bell were referred to a committee of three, consisting of Professor Fay, the editor of the *Annals*, as Chairman, with Dr. Noyes and Professor Bell.

The exhaustive, not to say exhausting discussions of this Committee, which were fully published in the *Annals*, are familiar to many members of the profession, and I have no intention of rehearsing them at this time. My purpose in calling attention to this incident is simply to show that in this matter, as in others to which I have alluded, Prof. Bell, founder and President of the Speech Association and champion of the cause of pure-oralism in America, pursued a course that is subject to serious criticism, as being partisan and highly unprofessional. For, not satisfied with pressing his peculiar views on his long suffering associates of the Committee, with a persistency out of all reason, when a result was finally reached, which Prof. Fay proposed and Dr. Noyes voted for, as a "choice of evils," and which the former characterized as "a most lame and impotent conclusion," and hoped would "fail to receive the two-thirds vote of the schools necessary to its adoption," Prof. Bell again revealed his partisan spirit and committed an unprofessional solecism, by sending to all the schools of the country an earnest personal appeal for favorable votes. It will be remembered that, with all this effort, only twenty schools out of eighty-six sustained Prof. Bell with their votes.

Early in 1893, believing it to be of the greatest importance to rescue our profession, if possible, from the unhappy antagonisms to which the ill-advised policy of the pure-oralists was subjecting it, I approached Prof. Bell with a proposition, which has occupied the attention of the profession in no small degree up to a somewhat recent period. I have been criticised in certain quarters for proposing, as I certainly did, that we surrender the very existence of the Convention to its young competitor, the Speech Association. But I am comforted, under this criticism, by the reflection that the proposal for the union of the Convention with the Association, by the absorption of the former in the later, has commanded the general approval of the profession, and that no one has even attempted to answer the arguments I ventured to bring forward in favor of union, from a professional point of view, at Chautauqua last summer.

I trust no one will suppose that I wish or intend to renew the discussion of union at this time. Nothing is further from my thoughts. The scheme of union is dead, beyond all hope of resuscitation—and I would not revive it if I could.

It is due, however, to the profession, that the manner and occasion of its death should be understood—for this will furnish another illustration of the partisan and unprofessional spirit of pure-oralism, with an especial emphasis, this time, on the word "unprofessional." So I will attempt to give, as briefly as possible, something of the inner history of the inception, progress and failure of the scheme for "union."

Prior to my first interview with Prof. Bell on the subject, which occurred May 4th, 1893, I had sought the opinion of several prominent members of our profession, and all were agreed that, if Prof. Bell could be brought to consent to such an enlargement of his new Association as I proposed, no better plan of uniting the profession in one strong organization could be devised. And those with whom I consulted were equally agreed that without Prof. Bell's approval it would be useless to take any steps in the matter. Those who have read the Overture of the Convention to the Association, on the subject of union, will remember that Prof. Bell did not receive my suggestions with disfavor at the outset. On the contrary, he met my proposals as to the amendment of the Constitution of his Association with a counter proposition which I accepted without qualification, which was, later on, adopted by the Standing Executive Committee, then by the Convention, and finally incorporated into the Overture.

Every safeguard for the endowment of the Association and all the suggestions of Prof. Bell as to the new name of the Association and other amendments to the Constitution, were accepted by the Standing Executive Committee. The assertion which, I am informed, Prof. Bell has recently made to a prominent member of the profession, that if the proposals of the Convention had been accepted by the Association, such men as he and Mr. Hubbard could have had no voice in the Association, because they were not instructors, is entirely unwarranted.

In the face of these facts, it is interesting to inquire why the scheme for union failed:—and the answer is not far to seek. Afraid to come forward, even at Chautauqua, with a manly positive rejection of the overture for union, Prof. Bell, as the event has proved, never really regarded the plan with any favor. On several occasions in my interviews with him, I said that if he would say positively that he was opposed to union, all my efforts in that direction would cease. He had it in his power at any time to put a stop to the whole measure. But he was unwilling to bear the odium of the rejection of an offer so magnanimous as that of the Convention, and he was equally indisposed to allow the matter to be settled by a vote of the Association. In this connection another chapter of the inner history should be unfolded.

Some will remember that in one of the circulars of the Standing Executive Committee reference was made to President Gillett's cordial invitation to all the members of the profession, and to the deaf outside of the profession, to join the Speech Association, and that the Committee of the Convention seconded the invitation of President Gillett, suggesting that it would be well to have a large meeting of all interested at Chautauqua, with a view to the free discussion and the settlement of the question of union.

Several of the officers of the Speech Association took great umbrage at this act of the Committee of the Convention, and expressed their fears that a plan was on foot to stampede the Association in favor of union.

So decided was this fear in the minds of some, that Mr. Hubbard invited me to a conference with him and Prof. Bell, which was held at the latter's residence, in Washington, on the 20th of May, 1894. In this conference Mr. Hubbard and Prof. Bell proposed, if I would agree not to bring the question of union to a vote at Chautauqua, that they would there come out publicly in favor of union in the near future.

As I had never had the least idea of trying to carry "union" over Prof. Bell's head, I was quite ready to agree to his and Mr. Hubbard's proposal. And all who were at Chautauqua

will remember with what degree of earnestness those two gentlemen "came out" for union.

The tub which was thrown to the whale, in the form of a Joint Committee on Union, misled very few, while the monstrosity brought forth, after hard and long labor, by the non-union side of the Joint Committee has amused many.

If we would have now the conclusion of this whole matter in a few words, it may be said that a plan for uniting not only all instructors of the deaf, but all the active friends of the cause of deaf-mute education, in one broad strong organization, which might seek the advancement of every means and every method proven to be of advantage to the deaf, has failed because one man, outside the profession, to whom the promotion of speech teaching was of more interest than all things else concerning the deaf, could not trust the great body of American instructors of the deaf, supporting as they do the California resolutions, which give speech to every deaf child that can take it;—because he could not trust these men, and women, known to be honorable and devoted to the uplifting of suffering humanity; because he could not trust *you* with the careful and honest administration of his gift of \$25,000, on the lines to which he had devoted it; and because he did not wish to bring his pet "cause" into the intimate relations of a professional organization.

But this is not quite all. Every one knows that the American Association to Promote the Teaching of Speech to the Deaf is governed by one man—its founder—and that no measure to which he is opposed is even seriously considered. None who were present at the so-called annual business meeting of the Association, at Chautauqua, need to be told that it was little more than a meeting of Directors—and they under the lead of one man—which the members of the Association were permitted to attend as spectators. In evidence of which it need only be said that a code of By-Laws which the Directors had prepared was presented and adopted without even being read to the members of the Association.

We see, then, that "union" was impossible because Prof. Bell was not willing that the Association he had created and

endowed, and which he controlled, should become the organization of our profession, governed as such professional organizations usually are, by its members, in accordance with the principle generally accepted in America of popular sovereignty. He wished his Association to remain as he had created it, an absolute despotism. To what extent an association so organized should command the support of our profession will be considered before this paper is concluded.

It would be a serious omission to pass over in this discussion the attitude of the leading pure-oralists of this country towards the work of the College for the Deaf, at Washington. This has been unmistakeably unfriendly. No principal of an Oral school, so far as I am aware, has ever encouraged a pupil to seek admission at Kendall Green, and it is known that, in not a few instances, strenuous efforts have been made by such principals to deter pupils who wished to enter the College from doing so.

It is understood that the main objection of the oralists to sending their pupils to the College is because they fear the speech of such pupils will suffer detriment therein. The published testimony of parents of orally taught pupils, who had graduated from the College, that the speech of their children was not impaired by their connection with the College, has, apparently, had no weight with these partisans of pure-oralism. Equally unmoved are they by the fact that during the past four years ample means have been provided in the College, not only for the preservation of whatever speech students may bring with them, but for its improvement. And so unwilling are they to allow facts favorable to the College in the matter of speech teaching to become known to their pupils, that a short time since one of their leading organs, published where it comes every week under the eye of young men and women who might be glad to enter the College at Washington, in commenting on an important circular just issued by the College, carefully concealed the fact that the college authorities were ready to provide oral recitations for orally taught students, if such were desired.

Many cases have come to my knowledge, of young people

taught in oral schools, capable and desirous of taking the higher education, who have been kept in ignorance by their teachers of the existence of the College at Washington, and who, learning later of the opportunities they had lost, did not hesitate to condemn their teachers severely. One very recent instance will speak for all. A teacher in a western combined system school wrote me a few weeks since of a young man in his class of exceptionally bright mind, who might have gone to the College in '91, at which time he completed the course offered in a western oral school. My correspondent adds:—"When he came here, last fall, and learned about the College, he felt very bitter against his old teachers for not telling him of it. They were pure oralists you know."

When the distinct loss is considered, of valuable advantages incurred by the scores and perhaps hundreds of bright young deaf people who have been kept away from the College by the advice of their teachers, it cannot be unjust to characterize such advice as an exhibition of a partisan and unprofessional spirit which ought not to be continued.

I come now to the last illustration of this spirit of which I propose to speak in this paper, although there are others which might be brought forward did time permit, such as the pressing of the ill-advised policy of day schools in Wisconsin and Michigan, and the opposition to the adoption of the Combined System in the Portland School. And what I am now to speak of deserves severer condemnation than anything yet brought to your notice; for whatever individuals are responsible for it, it has been a carefully planned scheme to misinform and mislead the public, and is apparently as much a part of the programme of the propaganda of pure-oralism as it would have been if the names of its promoters had been published along with it.

Having said so much, I need hardly add that I refer to the series of articles published in many journals and newspapers during the past year over the name of S. M. Millington Miller, M. D., assuming to state facts of importance and interest relating to the education of the deaf. The innumerable blunders of this ambitious dilettant would sustain the feeling of amusement they at first excite, did it not become speedily

evident, on reading his absurd paragraphs, that he wrote with a bias not to be accounted for in any manner creditable to him, and the exhibition of which gives rise to honest indignation. That his writings have been inspired by pure-oralists goes without saying. That he has been furnished with certain points and data, not otherwise attainable, by well informed oralists is equally apparent. All this is surprising enough to people who honor the truth and like to see fair play; but more astonishing is it to find in one of the leading journals, whose bias toward pure-oralism is marked, the following editorial on a re-hash of some of Dr. Miller's articles.

"An excellent editorial appeared in the *Medical Record*, of December 8th, on oral work in general, and Dr. Miller's articles, in the *Philadelphia Press*, and *Churchman* in particular. The *Record* is also imbued with the true spirit of oralism, and presents oral work in a clear and forcible manner."

In face of the fact that the editorial in the *Medical Record* contains at least ten glaring mis-statements on important points, for all of which Dr. Miller or his promoters are responsible—the unqualified commendation given as above quoted can only be accounted for by concluding that the editor in question is governed by the same partisan and unprofessional spirit to which Dr. Miller has either given or sold himself. I should be sorry to impute this spirit to all the oralists of this country—but their utter failure to come forward with a single published correction of any one of Dr. Miller's mis-statements, certainly suggests a degree of indifference, not to say willingness to profit by misrepresentation, that is open to criticism.

And now, in closing, I will beg the indulgence of the Convention, while I fulfill the promise made in the early part of this paper, of offering a few suggestions as to what may best promote harmony in our profession, and the most rapid and wholesome advance of the good cause we all have at heart.

First, last, and all the time, I beg you to keep in mind that we *are* members of a profession—one well deserving our honor and fealty—one that has made an honorable record, covering three-quarters of a century in America, and more. To the interests of this profession, and the cause its members are

pledged to sustain, all considerations of a minor and non-essential character should be subordinated. You have before you for consideration a plan of organization which offers a place in a broad self-governing association for every one sincerely and actively engaged in the education of the deaf, who is not wedded to the dogma that any single method can suffice for all.

Presuming that the Association to be formed before this Convention adjourns will be one that will deserve and receive the support of our entire profession, the question naturally arises:—What shall we do with the other society, whose invitation to join it we offered to accept in a body, foregoing our prerogative to form any other association, but which lacked the courage to make itself large enough to receive us?

Before answering this question it will be necessary to scrutinize with some care the platform, aims, achievements and character of the A. A. P. T. S. D. For its platform it adopts but a single paragraph of the California resolutions, while we propose to stand on them in their entirety. The aim of the oral society is to take a single feature, by no means the most important one, of the education of the deaf, and elevate it to a pedestal of undue prominence, making the society's work necessarily narrow and one-sided.

If we would know what the A. A. P. T. S. D. has done during the five years of its existence, a few statistics may help us to ascertain.

In 1884, of the 8,232 pupils then in schools for the deaf in the U. S. and Canada, 2624, or 318 in a thousand were taught speech. Five years later, in 1889, just before the oral association was formed, out of 9,325 pupils, 3,602, or 386 in a thousand were taught speech. In 1894, after five years' work of Prof. Bell's society of promotion, out of 10,834 pupils, 5,059, or 466 in a thousand were taught speech. So it appears that during the first five years, before the Speech Association came into being, there was an increase in the number of deaf children taught speech, of 21 3-10 per cent., while during the five years in which the Association has been at work the increase has been at the rate of only 20 7-10 per cent.

It should be said in explanation of these figures that they underestimate, somewhat, the progress made in speech teaching between 1889 and 1894, for the reason that the statistics in the *Annals* for the three dates quoted are not made up in the same way. On this account an absolutely accurate comparison is impracticable. But were this possible, the advance made since the Speech Association was organized would be shown to be so moderate in comparison with those of the preceding five years, as to raise the question if they justified the amount of time and money that has been expended by the Association and those acting with it.

But in trying to answer fully the question, what shall be done with the Speech Association? we must ask what kind of a society it is. I have already shown that it is an autocracy, in the management of which its members are practically, though perhaps not theoretically, without a voice. But worse than this, it is not in any true sense a professional society. It is essentially a body of promoters, as its name indicates. A bare majority of its Board of Directors, only, are actual instructors of the deaf, and I have the authority of its founder for saying that he does not care to have it an association of teachers, but that he is more anxious for the membership of those who come in as promoters, and are willing to contribute considerable sums of money to its treasury. This declaration Prof. Bell made at both the meetings held by the Joint Committee on union.

I conclude, therefore, that when we consider the narrow platform of the Speech Association, the meagre aggregate of its achievements, but, above all, the expressed preference of its founder that it should be sustained by promoters rather than by teachers, we who are only men and women who bear the actual burden of teaching, and are not capitalists, will do well to lend all our aid, pecuniary and personal, to our own strictly professional association, leaving the other to be upheld by those non-professional contributors who may think it worth while to continue their benefactions.

Under the auspices of one association, by whatever name it may be called, ample provision can be made for normal insti-

tutes on all lines, to be held in convenient localities, for sufficiently frequent general meetings—in short, for everything needed in an association of instructors to give our noble cause a healthy development in all desirable directions.

We shall be a self-governing body, controlled by the actual members as a whole, and not an aggregation of powerless individuals, managed by one or more promoters.

Under these conditions it is not easy to discover what important work remains for the Speech Association to perform, or what claim it has on the members of our profession for support.

Mr. President, Ladies and Gentlemen of the Convention, you will easily believe it has been far from a grateful or welcome task to bring to your notice, this morning, the facts and considerations set forth in this paper.

I have been well aware that I ran no small risk of incurring the enmity of some whose friendship I should be sorry to lose. I venture to hope, however, that any who may feel resentment towards me, at this moment, for what I have said, will find after reflection that they have no good reason to strike me from their list of friends.

I have not questioned the motives of those whose actions a stern sense of duty to my profession has compelled me to criticise. I am quite ready to believe that those who glory in the name of pure-oralists are sincerely desirous of promoting the welfare of the deaf, and no one is more ready than I to accord all due praise for the many generous things Prof. Bell has devised and done in behalf of this class, the infirmities and disabilities of which first touched his sympathetic heart in the days of his early manhood. For all those whose course I have called in question I have none but kindly personal feelings. It is not them whom I condemn, but simply such acts of theirs as are justly open to the charge of being partisan or unprofessional.

The harmony and prosperity of the profession, to the exercise of which I have devoted nearly forty years, are very dear to me. I have seen them menaced by the exhibition in our

midst of a spirit certain to work serious damage if allowed to continue.

Far from wishing to encourage controversy, or incite dissension, my great desire is to promote and settle a policy of good will and mutual regard in our profession. Such a policy cannot prevail so long as such things are done or approved as I have brought to your notice to-day.

My plea is, therefore, for the future, that all partisanship shall be laid aside, that nothing unprofessional shall be attempted, and that we may join hands for the promotion of a common end in the spirit of Him, who while he did not fail to rebuke error and wrong doing when he met with them, proclaimed to the world that gospel of love and good will which is mankind's greatest blessing in all the centuries.

DR. GILLET:—"Mr. President, Ladies and Gentlemen:—I desire to say that so far as Dr. Gallaudet's remarks bear on personal differences between himself and Dr. Bell, I have nothing to say. But as to the portion of Dr. Gallaudet's remarks in which he speaks upon personal harmony, I can say I am in hearty accord therewith, for I seek only the interest and advancement of the deaf by whatever method which tends to their welfare. I desire to see in our profession the utmost harmony in feeling while there may be a diversion of views."

CHAIRMAN:—"If there is no further discussion on this subject, we will pass to the next paper, "*Signs are to the Deaf what Sounds are to the Hearing," by the Rev. Thomas Gallaudet."

*As Dr. Thos. Gallaudet sailed for Europe before the transcript of his remarks came from the stenographer we were unable to get him to correct it. It was submitted to his brother, Dr. E. M. Gallaudet, who feels with us, that it does not do the speaker justice.—Sec'y.

SIGNS ARE TO THE DEAF WHAT SOUNDS ARE
TO THE HEARING.

BY THOMAS GALLAUDET, D. D.

*"Mr. President, Ladies and Gentlemen:—*I have undertaken to speak to you on "Signs are to the Deaf what Sounds are to the Hearing," and for a moment let us consider what is the effect of sound. Do we all realize fully the power of the sound of the human voice in all its various inflections, which are as different as day from the night? The deaf speak and read most people's lips only after long training, while our children hear the sound of the voice. How many children have lived many years before they could spell or write all we can speak to them. The mother's voice is the dearest, then the father's. And so the father's voice in the home, the teacher's voice in the school-room, the pastor's voice in the church, all prove that the sound of the human voice has a power peculiar to itself. To those who have stood by the open grave the sound of the voice brings recollections of other things than those around us. It is not so much the mere words as the *sounds* which have such an effect and recall so much.

You get a letter from a dear friend far away. You read it over and you hear the sound of his voice in every word. It is almost like talking to him yourself. Then you get a letter from a stranger. You do not know the voice, and it seems so cold and business-like; the words are there but the sound is not. You read over the words on the written page and it is all a mass of words, there is no life in it. We might dwell on this subject for some time, but remember we are considering a class of people who are shut out from the sound of the human voice. Some have a little hearing, and those who have, have little idea of the sound of the human voice, and so anything which can be done to brighten the life of these deaf children should be commended. We must think how far we

can bring something into play which takes the place of the sound of the voice. Is it lip-reading? What a feeble substitute! Is it spelling? No, dear friends, that does not take its place. Spell on the fingers, "I am glad to see you." Does that touch your hearts? It is the sound the voice gives which touches all and reaches the innermost hearts of men and women.

Here are our dear friends to whom the sound of my voice is nothing. What must we do to take its place? I want you all to go away and feel that there is a force and power in the sign language of which many of you have had no conception. I trust we may see something of the value of it to those dear ones who never heard a sound. One bright woman, a mute, won the heart of a hearing friend; they talked in the sign language, and their children learned it and loved it. When I went out from that home to the school, the first school in the country for deaf boys and girls, and mingled with them, the sign language seemed to take the place of the language of sound. And so I went on through life, often speaking to myself through this, the sign language, just as I would in the language of sound. My dear mother was a mute and I made up my mind that I would not marry a deaf-mute, and therefore I did. My wife and I have talked in this way just as freely and fully as I am talking to you now. So I went on through my pastoral work; it is all done in the sign language. You do not go to church merely to *read* the service. We do not want to go to the church and read over the cold type. The deaf-mutes read the signs; it brings to them the sight of the dear Lord; it tells of the Father with directness and eloquence.

Many prefer to keep their deaf children away from others who are deaf, but I do not believe they are as happy as those who mingle with deaf-mutes and learn their ways. At the College all are instructed by bright men and women who know the sign language and know what it means to the deaf. You see them talking to other deaf people in the sign language and it has a magnetism about it which artificial speech and lip-reading cannot have. These deaf-mutes, brought up in the sign language, enjoy life just as the children who are

brought up in the sound language. It is beautiful to see it, in the home, at the table; the dear ones use it freely and love it. The deaf-mutes who go to school learn the deaf-mute language so when they go out they can speak to the deaf in the sign language. They might just as well have what benefits them as to go on using hap-hazard signs which they make themselves from their own thoughts and feelings. I think a great many of us fail to realize to what an extent the sign language takes the place of the language of sound.

A bright deaf-mute who makes free use of the sign language makes a more favorable impression than one who tries to go wholly by the reading of the lips. I am not saying this to degrade the oral system of teaching. I know what it means to those at home, but when I see a collection of fifty or a hundred deaf people trying to accept lip-reading in place of sound, I am sure they have a very feeble substitute. There is a power in the sign language to the deaf people like the power of the voice to those who have hearing. There is another point which I think ought to be touched upon. All through life, out of school, in the city, everywhere, the sign language is the natural language to the deaf-mute. The Lord's Prayer is cold when spelled, (Illustrated by manual spelling.) and how do you like to see such signs of lip-reading as these. (Illustrated.) I think we all know the power of the sign language and so I say again, "signs are to the deaf what sounds are to the hearing."

MR. TILLINGHAST:—"I believe that this is the time for me to say something, of which I have many times thought in connection with what has just been said by Dr. Gallaudet. I am the child of deaf parents, and come from a home where the father and mother use the sign language with their children, and I have often thought, "What if father and mother could speak and read the lips?" As it happened, they did not have oral teaching for the deaf in their day, and I have often imagined what joy in our home life would have been the result of that knowledge on their part. I must say that I would be

glad to-day, and they too, if they could speak, and read the lips. It would be an unspeakable blessing to them. Yet at the same time it would be no less than a curse to them if they were without the sign language; because, in the home life, when our hearts are full of feeling, full of sudden joy or grief, full of indignation, or emotion of any kind, then is the time when we want some means of communication that is quick and rapid; we want a language that gives a swift and sure means of communication; and, after all, the sign language is the only one which gives that to the deaf. It supplies them with a means of communicating just what they wish to say. I have come to the conclusion, that while I would be glad to have my father and mother read the lips, yet not *for any consideration* would I have them deprived of the sign language, *for there is nothing to take its place* to the deaf. I owe a great deal of what I am to-day to my father and mother through the sign language. Give the deaf all you can, signs included. There are men, who *understand* the sign language, that say they are more touched and moved by the sign language than by any spoken one. It is a singularly eloquent language."

JUDGE MOTT:—"I want to say that the sign language is a universal one. We are always making signs, even if we *can* speak. When we were boys we were always making signs to each other, and sometimes to the girls as well as the boys. If it were a boy we put our arms around his neck, to say nothing of the girls. If it was a boy we did not like we made this sign (shaking his fist), and if it was a girl we made this sign (embracing). If a boy scowled at my little sister I gave him a vigorous sign and if he insulted her I gave him another (sign of a blow,) which he always understood, for he dropped on the ground to rest. Shall we forbid to the deaf this natural mode of expression, so important, yes, essential to the advocate and the orator?—It would be robbery."

JOB TURNER:—"I want to say that I think it is a beautiful language, which takes the place of the human voice. I remember an instance of where a deaf man was sick and wished to make his will. His wife and children were gathered around the fireside

in the parlor and the lawyer came to draw the document; the children stood there and he signed what he wished to give the wife, then the portion of the estate for the eldest son, then the others, until it was finished, and all was done in the sign language. The lawyer kept his papers some few weeks, and then came the distribution of the property and the apportionment of the estate, all done through the sign language.

"I have prepared a short paper, which bears on this subject, and with your permission I will now read it as part of my remarks."

THE VALUE OF MANUAL SIGNS AS A PRIMARY LANGUAGE.

BY REV. JOB TURNER.

Mr. President and Members of the Convention, Ladies and Gentlemen:—Appreciating this honor of appearing before you and considering the value of time courteously allotted me, I shall briefly state my attitude upon a subject that has engaged the best thought of the best minds employed in the intellectual training of the deaf and dumb, and be it far from me to underrate the motives and sincerity of either class of the two systems engaged in the education of those who are by natural or accidental causes speechless.

Language is the intelligent conveyance of thought from mind to mind, wherein soul receives impression from soul; and that system that will best serve the purpose is that which is best adapted to the end in view.

Speaking from personal experience, and my experience as once a teacher myself of more than a third of a century, I am unequivocally of the opinion that that system which will most readily be appreciated by that wonderful organ the eye in the deaf, is that which is best adapted for his instruction—to illustrate simply: "I love you," expressed in what must have been primitive language, the signs, carries with it a meaning that cannot be mistaken. The

most careful and painstaking effort of the most enthusiastic and devoted teacher of the voice system, depending upon the conveyance of this thought by lip-expression, cannot without some sign express this emotion. Illustration after illustration might be offered which would more and more strengthen this argument. The gist of the whole question depends upon the eye of the mute as the medium of his education, and I am all the more impressed that the sign language, that which is the more readily appreciated by this organ, is that which by pantomimic reproduction of action, as well as impulse conveys to the expanding mind of the deaf and dumb, thirsting after knowledge, the information it craves, and as a medium of development it is inestimable. Every thought and every subject can be conveyed to the mute by the process of manual signs. To discard this method would take from the field of usefulness the greatest auxiliary in the development of the deaf-mute's mind and deprive this class of its chiefest enjoyment. I speak for the class in general in this connection. I am not disposed to question the utility of the voice system as a means of education for the semi-mute, or those who once have spoken and afterwards lost the faculty of hearing.

DR. E. M. GALLAUDET:—"*Ladies and Gentlemen:*—Although I had not intended to say anything, I wish to put myself on record as one who appreciates the sign language, and the way it goes to the heart in a general discussion as well as in private conversation. Here is our friend my good brother, and I may say that the most beautiful expressions I have ever heard from him have been in the sign language, with whose views just expressed, I heartily agree. It is a great pleasure to me to see our deaf friends enjoy their own natural language, and I believe, that as much as we may do, and are now doing, in oral instruction, the time will never come when we can dispense with the use of the sign language. And more than this, when we think of the freedom in social life we see the force of what our friend has said, and think it is better to have this than to have to depend entirely upon a language which gives only an imperfect idea."

MR. GEARY:—"Mr President, Ladies and Gentlemen:—I want to say a few words in regard to the value of signs in the development of character, individuality, and independence of thought. I was for nearly two years a pupil at the Rochester, N. Y., school, where signs are prohibited and the manual alphabet is the medium of instruction. Professor Westervelt is a good man, earnest in his work, and I admire him, but I cannot agree with his ideas of teaching the deaf. From what I know of the pupils and ex-pupils of that school, I think the compulsory use of the manual alphabet as the sole medium of instruction and intercommunication cramps the mind and renders the deaf unfit to successfully solve the problems of life. I knew pupils at that school who were studious, and tried to improve, but their best powers were not developed until they went to other schools and were emancipated from the bondage of the manual alphabet. I know several of the ex-pupils of that school who, far from showing any unusual command of English or particular leaning toward it, depend almost wholly upon signs in their conversations with the deaf. Judging by the results of the work done, I cannot believe that the manual alphabet is alone sufficient to educate the deaf. When we undertake to educate a deaf child we are like the farmer who plants the seed of a future crop. If he lets nature have its way, being careful only that noxious weeds do not choke the growing shoot, it will doubtless reach maturity and produce good fruit, but if he attempts to mould it or crushes it into particular forms to suit his ideas of the fitness of things, he will dwarf the tender plant and it will never attain the healthy vigorous and fruitful maturity of the untrammelled natural growth. It is the same with deaf children. If we educate them in the true sense, cultivating all their powers as bestowed by nature, not attempting to coerce into set channels or according to our individual ideas, but let nature have a due amount of freedom in the development of the individual, we will attain the best results. Therefore I think that the sign language is a great help to the deaf, both in their education and in the world."

MR. LONG:—"I do not wish to be too personal, but I want to mention a little incident that occurred last Spring, when Dr. Bell visited our Institution, at Delavan. The Doctor was addressing the pupils and teachers in the chapel and Supt. Swiler interpreted his remarks into signs. As long as he confined himself to merely conventional talk it was all right, but bye and bye he began to speak of his inventions and experiments made in the interests of the deaf. He was going on to tell how the machines worked, what movements were made, and of their shape. Here speech failed him. He could not find a word to tell what he wanted to, so he began to use signs to make himself understood. The interpreter stepped back and quit, as he was entirely unnecessary, so plainly did Dr. Bell express himself.

MR. RHODES:—"Mr. President, Ladies and Gentlemen:—I speak to you as one, who twenty years ago expected to become dependent upon the sign language as a means of communicating and receiving thought; but God in his goodness enabled me to devise this instrument, the audiphone, which has preserved to me the sounds of the blessed human voice, which Dr. Gallaudet in his address allowed to be superior. I bore my affliction with greater resignation because of the beautiful sign language to which I could have recourse. I have studied this language in its beauty, not in its meaning. I know had I understood it I should have seen additional beauties; to me there are no motions in nature more beautiful than the motions of this beautiful language. I have witnessed the motions of old ocean, both when peaceful and when whipped to fury by the gale, by the light of day and when illuminated only by the vivid lightning's flash by night. I have noted the creepings of the shadows and the sunlight on the lawn, the dancing of the rippling brook, the majestic river moving to the sea, and the rushing of its mighty waters o'er the cataract; the undulation of the ripening grain; the quivering leaves in the forest, and the swaying of the tree in the gentle breeze,—and in all these and other motions of nature, I have seen nothing more beautiful to me than the motions of this beautiful lan-

guage: man, God's noblest work, conveying thought by motion, and I say God bless those who have preserved to us this beautiful language, the language of the deaf."

MR. NELSON:—"Mr. Chairman:—I want to make a statement on behalf of the Committee on Enrollment. It was requested that the Committee, who were not present this morning, report later as to what advancement they were making in regard to the enrollment. I will say, as Chairman of that Committee, that at the last summing up they had taken down two hundred and fifty-nine names.

"The Committee want a little instruction in regard to those who are to be called honorary members. There are a great many names on the list, pupils and others greatly interested in the welfare of the deaf, but who are not actively engaged in the instruction of the deaf. It has been the custom to call those actively engaged in the instruction of the deaf, active members, and all others connected with institutions and some others, honorary members. Your Committee would like some instruction in regard to the matter."

CHAIRMAN:—"The Chair will rule that the custom of former Conventions be followed now."

A MEMBER:—"Mr. President, I move that we adjourn till two o'clock."

A MEMBER:—"I second the motion."

CHAIRMAN:—"You have heard the motion. All in favor will please raise the right hand. The motion is carried."

Afternoon Session.

The Normal Section was called, to order at 2 p. m., by Mr. S. T. Walker, with the following words:—

"We do not want any one to feel shut out from meeting with this Section, or asking questions on any subject they wish. The Business Committee have prepared a programme which has been presented and which you now have, and which will be carried out. In beginning the programme I wish to say

that Mr. McKee has been very successful in teaching language, and I have therefore asked him to give us the whole plan by which he has had such success. If you take notes I think you will find that they will be valuable afterwards."

ETYMOLOGY AND SYNTAX IN A SCHOOL FOR THE DEAF.*

BY NOBLE B. MCKEE,
Indianapolis, Ind.

I take it for granted all of you are interested in the subject before us. You may be divided into two classes: those who have a method that has given satisfaction and those who have been teaching without any method or under one that has proven objectionable. To the former I appeal for an unprejudiced, even friendly, hearing; but I assure you I do not aim to proselyte. On the contrary, my advice to you is "Hold fast to that which is good."

To the latter class, I do not say, take the method I shall present. But I do say, compare all methods, select the best one, or if possible the best out of all, and combine into one and take it into your school-room. The difference in results between teaching with a method and without a method is the difference between order and confusion. I ask you to apply the following tests, viz:—

1st. Is the method simple?

2nd. Does it save *time*, which is peculiarly precious to deaf pupils?

3rd. Is the method comprehensive?

1st. A method to be sufficiently simple for our pupils must consist of a series of object lessons or "sight rules." In

*Mr. McKee illustrated his paper by diagrams on the board very profusely. This made it impossible for him to complete the reading at one session. For the sake of continuity we print the paper entire. There were a number of questions asked by the audience and answered by Mr. McKee, but the stenographer failed to report them.—Sec'y.

other words, the practicability of a method must lie in the fact that it appeals to the sense of sight, the surest and quickest way to the understanding and memory. Should a person come to you asking, "What is the color red?" Would you hope to give him a correct idea by means of verbal explanation or description? No; you would simply place before his eyes the color and consider the question fully answered. The principle I have tried to suggest thus, by illustration, is so universal that I may say, no child, hearing and speaking, blind or deaf, can be taught the absolutely necessary principles of language through language as a medium. For instance, verbal statements like the following, viz: "The subject of a finite verb is in the nominative case," etc., mean nothing to a hearing child. Hence comes the opposition to Grammer in our Public Schools. But I claim that the essential principles thus hidden in the mist of words can be presented practically to our pupils, in the form of *sight rules*.

2nd. A method should save time by reducing to a minimum the amount of repetition necessary in the school-room, and also by enabling the teacher to give less individual instruction and more class instruction. Indirectly, at least, this places me in opposition to the "Complete Thought Method." My apology is that not many of us have the time and versatility to introduce all possible topics and sentences. And even if we could do so, the repetition necessary to impress upon the memory is certainly impracticable in our school-rooms. I might select one thousand sentences, and in the course of time my class would commit them to memory. We will suppose that they are able, ever afterwards, to recall these sentences and apply them properly. Yet what are one thousand sentences in the English language? One thousand words in a very limited vocabulary. Yet 1,000 units or words render possible an almost inconceivable number of combinations or sentences. I have lived more years than a child spends in school and I have enjoyed the advantages of hearing. Yet, no doubt, in the little I have already said I have used combinations or sentences that I never heard nor used before. No new sentence-form, no new word, no new idea; but new combina-

tions of old words. After all, with the Complete Thought Method, must we not depend for final results upon the child inferring and applying the very rules that I seek to give him early in his school life. The chief object of a method should be to give the pupils *models* by which they can build. In other words, to so teach that sentence-building will come to be largely a mere matter of vocabulary. The necessity for this is made apparent by the following statistics, viz:—A hearing child not only in school, but at home or in the street, averages 3,500 words a day. This, too, beginning at and continuing through a period of his life when there is nothing for him to do except play and acquire a language. In his case method may not be absolutely necessary, but who will say it would not benefit him.

A deaf child, not at home, but only in school, averages only 500 words a day, and at an age when he should be storing away useful facts and theories.

3rd. A method must be complete or comprehensive. A method confined in its application to verb forms falls short of the end; although I consider the verb with its various forms the most important element of language, inasmuch as there must be a finite verb in every sentence and inasmuch as an ignorant or indiscriminate use of the various forms may lead to most serious misunderstanding. By the term *complete*, I do not mean that a method must take in all there is of language. Idioms, for instance, while a part of our language are yet outside of it, subject to no rule or principle. I mean that the method should be so comprehensive as to reach out and take in all the essential principles of language and array them before the *eyes* of the pupils, giving them such an insight of the language, so assured a hold, as to encourage and stimulate both teacher and pupil. Not all, but so many of the difficulties removed as to render possible a mastery of the remaining difficulties. I have chosen to present a method under the grammatical heads Etymology and Syntax—Words and Sentences. Do not jump to the conclusion that I am about to lay before you, or that I give to my pupils, technical or theoretical grammar. On the contrary, I do not advocate theoretical grammar in any pri-

mary school. Indeed I stand ready to ignore any technicality if by so doing I can gain a point. For instance, "gone" is one of the verb forms, but I class it also with adverbs and have but little difficulty with such sentences as "The ink is gone," "I went to see Mr. —, but he was gone," etc. "Done" is another participle, but I place it among adjectives and thus logically lead to such expressions as "I am done," "Your shoes are done," etc.

There is a wide difference between a knowledge of technical grammar—which is not essential—and a grammatical knowledge of language—which *is* necessary in order to use words properly and construct sentences correctly. I wish to make this distinction clear. Parsing, for instance, is the theoretical part of Syntax. The practical part consists of certain principles or *facts* that are of real application in the construction of sentences. Here is the theoretical, viz:—"A verb must agree with its subject nominative in number and person. Here is the practical,* viz:—

I	{ am	He	{ was	He	{ does
He		She		She	
She	{ is	It		It	
It		John		John	
John		a —		a —	
a —		I	{ were	I	{ do
We	{ are	We		We	
You		You		You	
They		They		They	
John and Ben		John and Ben		John and Ben	
—s		—s		—s	

Etymology is a study of individual words under three heads, viz:—

- 1st. Parts of speech, or classification of words.
- 2d. Inflection, or changes that words undergo, *e. g.*—Plurals of nouns, comparison of adjectives and adverbs, tenses, etc., of verbs.

*This short diagram or sight-rule is a complete presentation of the agreement of verb and subject in the English language.

3rd. Derivation, or growth of words, *c. g.*:—to obey, obediently, obedient, obedience.

Under Syntax I invite attention chiefly to what is technically called arrangement. That is, the order of words in a sentence.

If my introductory remarks have taken too much time, my apology is that I had considerable difficulty in condensing to present proportions.

Let us now enter a school-room with a class of beginners. I want first a list of words that represent all the alphabet. This will do, viz:—

a, b, c, d, e, f, g, h, i, j, k, l, etc.

hat,	box,	quill,	to jump,
dog,	file,	razor,	to crawl,
key,	vise,	to walk.	

Notice the list includes verbs as well as nouns. In one case the thing or idea symbolized can be held up before them. In the other case it can be acted out before them. One is as much an object lesson as the other. When the pupils grasp the first principle I try to impart, viz:—that these things (words) represent known objects and actions just as pictures do, then I begin work on the alphabet, which is placed on a slate near the foregoing list of words. I go to the alphabet for the letter "d" which I write on another slate. Then "o," then "g." I then write them thus, "d-o-g," and call their attention (if they do not call mine) to the similarity to a certain word in the list which they have learned. And so on. This is a little matter, but it is the first in a series of steps. A little farther on these pupils must learn to select *words* and unite them to form sentences. Still later they must learn that language is made up of sentences. Notice, I give the verb in the infinitive form. Why? Because the infinitive is the name of the simple action. We do not hold up *two hats* when we want to convey simply the idea of *hat*. Neither should we write *walked* and then act or sign *to walk*. The infinitive is the only form we can *act out* to new pupils. (I use the expression, *act out*, advisedly. I mean the infinitive is the only form out of which all the mean-

ing can be extracted and given to the pupils.) We can't act out jump, will jump, is jumping, jumped, etc. The full meaning of *these* forms must be taught by comparison, one to another. This principle is the same when it comes to phrases. For example, "a *small* knife." We do not convey the idea by holding up simply a small knife. We must hold up a large knife also.

There is another reason for thus introducing this form. The "Root idea" should be prominent in a method. The infinitive is the root from which grow all the finite forms.

The alphabet learned, penmanship acquired, and with this nucleus, or start, in the way of a vocabulary, the next step is a natural classification of words preparatory to sentence building. Thus:—

v.	adv.	a.	n.
to walk, walked			John
to jump			Mary
to crawl			Hat
to push			Dog
etc.			Key
			etc.

The words must be written somewhere, and it is just as easy to classify them as to write them all in one list. Results come later.

We are now ready to help the child take his first steps in syntax. Persuade John to walk. Point to John, ask who he is, and have the class point to or spell his name. Then sign "to walk" and have them spell it "to walk." Then go to the slates henceforth reserved for sentence-models* and write it thus:

SYNTAX SLATES.

1.	2.	3.	4.	5.
Who? What?	What...do? — is what?			
John	Walked			

*I acknowledge my indebtedness to Miss Barry, of Mt. Airy, for suggesting this method of analyzing sentences. I have found it very helpful in many ways.

The pupils having no knowledge of tense naturally want it "John to walk." I do not yet attempt to explain the significance of the terminal "ed." I simply write *walked* in a space henceforth reserved for that tense form (See page 71.), call attention to the "to" omitted and the "ed" affixed, and tell them (in simple signs, pointing to the respective slates) *never* to bring the infinitive form into slate, or space, number 2. Continue this exercise until their penmanship has improved and until they *have* this simple sentence-form, and also until it begins to dawn upon them that *words properly* brought together express facts, or thoughts. When transitive verbs are introduced we begin to use syntax slate No. 3. Stand John at slate No. 1, James at slate No. 3. Have John kick James. The fact is expressed thus:

1.	2.	3.	4.	5.
Who?		Whom?		
John	kicked	James		

Now change the words (to accord with different *facts*) but retain the sentence form. Thus:

1.	2.	3.	4.	5.
Who? What?		Whom? What?		
Charles	kicked	James		
John	pinched	James		
John	kicked	a chair		

It will not be long until the pupils grasp the principle that words of the same class are used alike and occupy the same relative position in a sentence form.

In the foregoing it was John that kicked James. Now let us turn the tables and have James kick John. It must be written thus:

1.	2.	3.	4.	5.
James	Kicked	John		

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Exhibit A.

v	adv.	a	n.
to walk-walked	very nicely	a nice	John
to jump	too well	an good	dog
to pinch	etc much	the much	boy
to write -wrote.	a little	one little	man
to put - put	(some)	first etc.	etc.
etc.	once	Some	
	etc.	several	
	to n	every	
	from —	etc.	
	in —		
	into —		
	on —		
	etc —		
did not —		to be —	
is —		was —	
will —		is —	
		will be —	

In this way, sooner than we might expect, they get the idea of the action passing over from the subject to the object. If they have this idea, there will be but little difficulty when we come to teach the Passive voice. It is time to introduce the actual present, viz:—"is —ing." Grammars form the present by simply omitting the infinitive sign "to," *e. g.*:—"walk," "pinch," etc. (I walk, you walk, he walks, etc.) I restrict that form to the habitual tense, to which I will refer further on: By thus bringing in another tense-form we enable the pupils to take a big step towards exactness of expression. Recall what I have said about imparting certain ideas by comparison. Certainly when these two tense-forms are associated, the one helps to a comprehension of the other. The negative form of sentences may be taught now, if not before, viz:—"did not —" and "is not —ing." The future tense I introduce as soon as I see the pupils, in conversation, using the sign for "*will*," or telling, in signs, what they will do next Saturday, etc. The same rule governs the order of introduction of the other verb-forms, or of words in general. In other words, as soon as they get an idea, I try to give them words to clothe it.

Probably the next step is the introduction of adjectives, adverbs and adverbial phrases (the latter bringing in prepositions). The Etymology-slates may now appear as follows:— (See Exhibit A.)

This arrangement of the Parts of Speech is not altogether arbitrary on my part. It was suggested by the very meaning of the terms, viz:—

The term "verb" indicates that it is *the word* in a sentence. I place it first.

"Adverb" means, literally, "*added to a verb*," so I add it next to the verb.

The literal meaning of "adjective" is, "*placed along side of*," so I place it beside nouns, and in the relative position it occupies in a sentence, *e. g.*:—"a good boy."

We now want the three primary tenses of the copulative verb "to be." We want them in the same order as and on a

line with the auxiliary forms already taught.—(See Etymology-slates, Exhibit A.)

I teach that these two sets of tense-forms mean the same. That is,

“*Ed*” and “was” are signed alike;

“Is —ing” and “is” are signed alike;

“Will” and “will be” are signed alike.

But the verb “to be” also expresses “being.” I think I can convey this idea to some extent by a few sentences showing that when the same person or object answers to the word on either side, then some form of “to be” comes in between the words, *e. g.*:—“John — a boy.” Have John come forward. Stand him under his name and then under the word “boy.” In both cases the pupils nod approvingly. Tell them *that* means that one of the forms of “to be” must be used, *e. g.*:—“John *is* a boy.” If two persons or objects are required to answer to the symbols, then we must take a word out of of the “v.” column to put between them, *e. g.*:—

“John — a knife.”

“John *has* a knife.”

Other verb forms are added gradually, as needed by the pupils to express their ideas. In the second grade, by the end of the year, all forms of the active voice and all forms of the verb “to be” have been presented; possibly in the following order, *viz.*:—(See Exhibit B.)

In the use of the various verb-forms, I try to impress the statement that there is a great wall between the “v.” column and the other Parts of Speech. For instance, they can not take “walk” over the line and place it with “was.” Nor can they bring “here,” or “sick,” or “teacher,” over and place it with “did not.”

If you say these forms are too much for the second or third grade, my answer is, that having assigned a definite and a *single* meaning to each form, treating them as *words* (they are words), it is little more difficult for the pupils to master them

Exhibit B.

r			adv	a.	m
to walk	- walked	- walked	here	sick	boy
to jump	-		in	good	pupil
to write	- wrote	- written	etc.	etc	teacher
to put	- put				etc.
	etc.				
did not			to be		
is	- ing		was		
will			is		
would			will be		
do not	(Habitual)		would be		
can			is		
could			is not		Habitual.
must			can be		
had to			could be		
may			must be		
might			had to be		
should			may be		
(ought to)			might be		
			should be		
do not	(Imperative)		(ought to)		
		have	be		
		had	do not be		
	should have		have been		
			had been		
			should have been		

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than to acquire the meaning of the same number of nouns or other words.

Let me emphasize the statement that each verb-form, for the present, is to have but a single meaning, and that its most usual one.

"May," "might," "could," "would" and "should" have two or more meanings. Take "may" for example:—"You *may* go out;" "It *may* rain to-morrow;" "*May* God bless you."

"Might," "could," "would" and "should" are used subjunctively, *e. g.*—"He *would* come if he were not sick." But until the fifth grade is reached "would" is simply the past future, *e. g.*—"He said he *would* come last Saturday."

"Could" is simply the past potential, *e. g.*—"He *could* not come yesterday."

"May" is used in the sense of permission only, *e. g.*—"John *may* go home next Saturday."

"Might" is used only as the past of "may," *e. g.*—"Mr. — said that John *might* go home next Saturday."

"Should" is used to express only duty, *e. g.*—"Children *should* obey their parents."

I have said that these auxiliary forms are so many words. They certainly express ideas, and that is the office of words.

"*Ed*" means about the same as the word, "past;"

"Is —ing" is equivalent to the word, "present," or "now;"

"Will" is signed as though it were the word, "future."

The *Habitual forms* mean *past, present and future.*

"Can" is equivalent to the adjective, "able."

"Must" has much the same meaning as "necessary."

"May" conveys the complex idea of permission and consequent ability. ("Let" "can," in signs, express it.)

"Should" ranks in meaning with "duty."

"Have" indicates completion.

"John *can* write."

"John *is able* to write."

"John *should* obey his teacher."

"It *is* John's *duty* to obey his teacher."

At the cost of repetition, I will say again, that a *definite* meaning must be assigned to each of these verb-forms. The distinction between any two of them should be as clearly marked in the mind of the pupil, as the distinction between "horse" and "cow," "good" and "bad," etc. Let it be otherwise and uncertainty of meaning lurks in every sentence. A pupil may come to you with the sentence, "James *steals* your stamps," and you are left in doubt to whether James *stole* them or is stealing them, or will steal them, or is in the habit of stealing them. I know hearing persons that use indiscriminately such forms as the following, viz:—

"Mr. A. wants you to tell him when the postman *has come*."

"Mr. A. wants you to tell him when the postman *comes*."

or again,

"Mr. A. wants you to tell him when the postman *will come*."

"Mr. A. wants you to tell him when the postman *is coming*."

I also know young deaf pupils that can point out the different shades of meaning in such sentences.

In the third and fourth grades the Passive and the Progressive forms are learned without special effort of memory, as the pupils are already familiar with the component parts. The manner of introducing these forms is shown in Exhibits C. and D. These auxiliary forms are the same (excepting the actual present tense) as the forms of the verb "to be." But to my mind they do not express that idea of "being." At any rate, I have found it best to keep them separate and within the space reserved for pure verbs. That is under the "v." words.

I shall now present two diagrams, such as may appear any day in the third or the fourth grade, and I shall then try to show, so far as time will permit, their application. In accordance with the line heretofore drawn, I shall term them Ety-

Etymology or Word Slates.

[illegible]

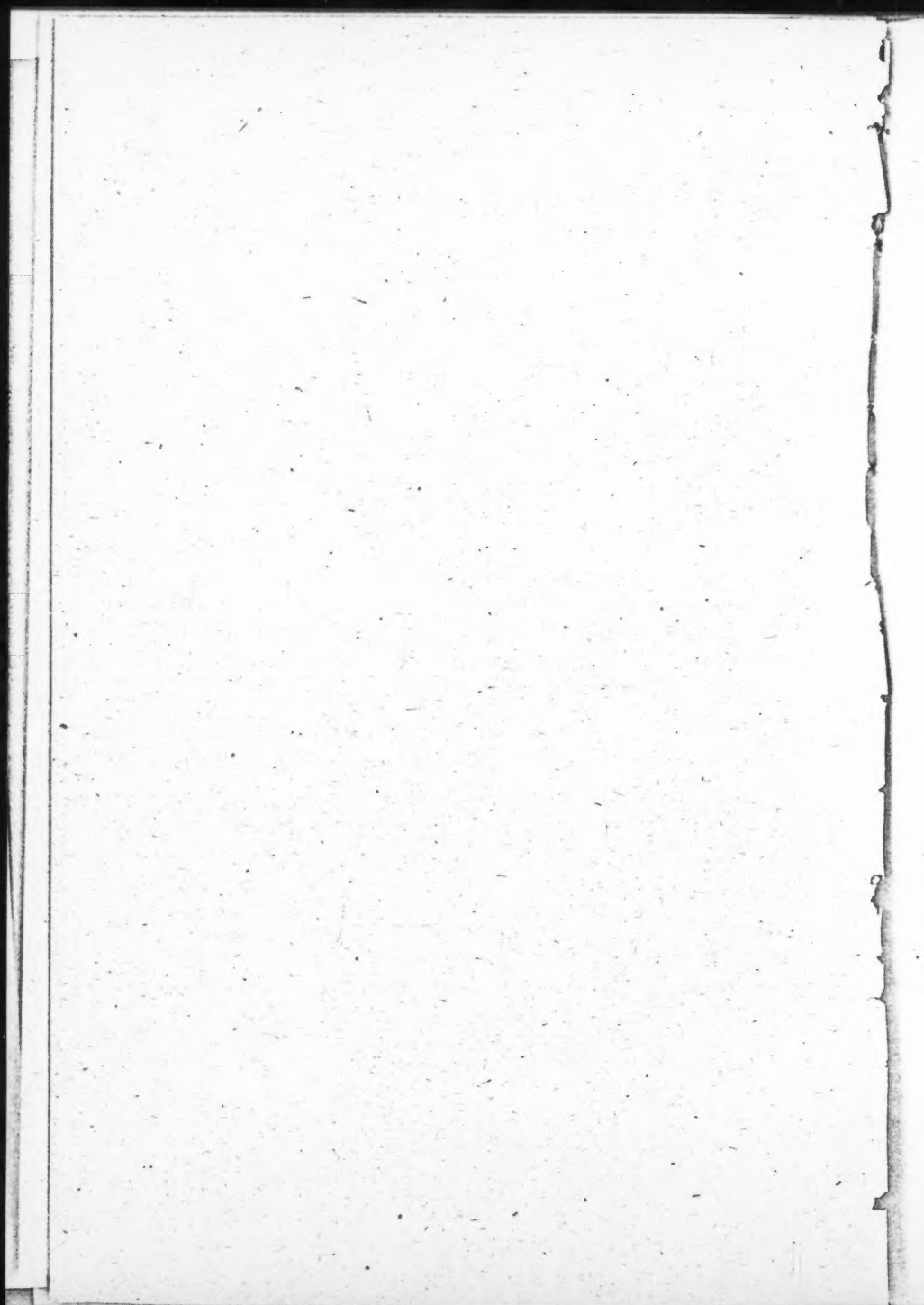


Exhibit D.

1.	2.	3.	4.	5.
(yellow)		(red)	(red)	
Who?	What--do? x is what? x is where?	Whom?	to at by whom for with on account of etc.	Where?
What?	was will be etc.	What?		When? How --?
John	walked.	a pony. †		
John	wants	a black dog.*		
He	has			
It	stays			in the barn..
Henry	is making	a house	for it.	
John	will leave	the dog	with Henry	next summer.
John	is a pupil.			
He	is well & strong			
He	is in the third grade			
He	wants	to learn		
He	wants	to be a printer		
His father	wants	him to be a farmer.		
I	know			
John	is generous.			
He	bought	a doll		yesterday
and (he)	will send	it	to his sister	next Saturday.
but He	wanted	to send it	to her	last Saturday.
John's sister	could not do.	it		(then)
she	is younger			
He	(is young)			
she	can write			better
John	(can write)			
John	is largest		of the boys	in his class.
John	does not know			
who	will be his teacher			next year.
John	is absent		on account of sickness.	
because he	is sick.			

† (Simple subject & object) * (modified subject or object)

‡ (Also compound subject & object taught)

§ Same in form as sentence No. 2 (above), but goes to show that infinitives and infinitive-phrases are used as nouns.

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mology, or Word-slates, and Syntax, or Sentence-slates.—(See Exhibits C. and D.)

In this Pronoun Chart, matter and forms are permanent and it may be hung above the other slates.

(y-ellow) John, I, you, he, she, it, we, you, they, who.

(g-reen) John's, my, your, his, her, its, our, your, their, whose.

(r-ed) John, me, you, him, her, it, us, you, them, whom.

Please bear in mind that the color, *yellow*, represents the nominatives; *green*, the possessives, and *red*, the objectives. In applying this Chart, I use colored crayons in the school-room. I shall here use the initial letters, "y," "g" and "r" for their respective colors.

Again I ask you to bear in mind that these diagrams grow gradually as the pupils develop.

I also ask you to keep these diagrams before you while I present the following.

Let us see, first, what practical use can be made of these Etymology-slates.

1st. Note the "Root idea," so *prominent* in the growth of the many verb-forms from the infinitive-root; but noticeable also in the comparison of adjectives and adverbs and in the plurals of nouns.

2nd. Study the diagram and then tell me if it is probable that the pupils, even in the use of new words, will go on writing "Miss — did not teacher me last year," or "Miss — was not teach me last year," etc. In this connection, I will ask you to take, on faith in me, one statement—only one. It is this:—Pupils in the various grades can place on these Etymology-slates, correctly, nine tenths—certainly four fifths—of the words that constitute their vocabularies. Hence it follows, when I give them a rule or principle applicable to a certain class of words, they apply it not only to the word or words that happen to be on the slate at the time, but the rule reaches backward and forward, taking in all the words that have appeared or will appear on that particular slate. For instance, I may not have told the class that the particular

word, "teacher," can never be used with the auxiliary form "did not," but I have told them, frequently, that "n." words and "a." words and "adv." words are never used with these auxiliary forms in the "v." column, but are used with the forms of the verb "to be." I have not found it very difficult to lead them up to a practical knowledge of the fact that while the meaning is the same and the sentences are signed just alike, yet in one case they must write,

"Miss — did not teach me last year."

In the other case,

"Miss — was not my teacher last year."

"John writes well."

"John is a good writer."

3rd. Is not time saved in teaching the inflection of words? For instance, in the case of a new verb, if I write simply the infinitive form, the pupils very soon come to understand that the principal parts are regularly formed by adding "ed," *e. g.*—"to push," "—ed," "—ed." The very act of writing, in full, the principal parts attracts their attention and impresses the fact that this new word is irregular, *e. g.*—"to write," "wrote," "written."

I here call your attention to the fact that out of the 4,000 verbs in our language, only about 150 are irregular.

Again, in the inflection of nouns: When I want to introduce the plurals, I give the pupils to understand that, henceforth, when I write a new word in the "n." column, if I write it in the singular form only, they may know the plural is formed by simply adding "s," *e. g.*—"boy," "—s." If the plural is irregularly formed, I emphasize the fact by writing it in full, even though, at the time, I want to use the singular form only, *e. g.*—"man," "men."

Here, as in the case of verbs, no valuable time is taken in elaborate explanation. More than that, being in the nature of a sight rule, it is far more effective than verbal or sign explanation.

4th. The principle or fact of Derivation, or growth of words, is presented to the pupils in a practical way, *e. g.*—

to obey,	obediently,	obedient,	obedience,
to teach,	instructively,	instructive,	teacher,
(to instruct,)			(instructor)

Here are specimen sentences, viz:—

^a
"The house is painted."

"It was painted last year."

^a
"It is nicely painted."

"It is painted nicely every three years."

In the first and third sentences, "painted" is an adjective derived from the verb, "to paint," which in turn was probably derived from the noun, "paint," and these two sentences are the same in form as

^a
"The house is large."

^a
"It is very old."

I want my pupils to be able to write not only, "John *tried* to do so and so," but also, by way of variety, to write, "John *made an effort*," etc. But I *do not* want them to write, "John *efforted*," etc., though the same sign serves for both "to try" and "effort." The Etymology-slates should enable them to write, "a big effort," "John's effort," "without an effort," etc., as readily as they can write, "a big knife," "John's knife," "without a knife," etc.

In order to write the foregoing sentence, they should be trained to ask, if they do not know, what "v." word must be put with the word, "effort," to make it synonymous with "to try." I should certainly not do any more than to tell them that "to make" is the word to use with the noun, "effort." Not only "effort," but a great many other abstract nouns, such as "goodness," "truth," "patience" and "length" (derived from adjectives), and "choice," "occupation," "reading," etc. (derived from verbs), must be taught.

"John made a good choice."

"John chose well."

are the same in sense.

"John made a good choice."

"John made a good sled."

are the same in construction.

5th. Some words, according to use or meaning, belong to two or more Parts of Speech, *e. g.*—

"John writes *well*."

"John is *well*."

Here the words are the same in form though different in meaning.

"John has *only* one brother."

"John has an *only* brother."

Here the words are the same in form and meaning.

I have found the classification of words a great help in such cases. For instance,

^{adv.} ^{a.}
"John has very few marbles."

"John has only one brother."

are the same in construction.

^{a.}
"John has an old hat."

"John has an only brother."

are also built alike.

6th. I think I have already called attention to the fact that this arrangement of Parts of Speech conforms to the rules of Syntax, or sentence-building, viz:—

Adverbs follow verbs, *e. g.*—"to write well."

Adjectives precede nouns, *e. g.*—"to be a good writer."

A preposition precedes its object and together they are usually equivalent to an adverb, *e. g.*—"in the house."

7th. In the school-room I do not use the technical terms, "verb," "adverb," etc. But notice, I employ the usual symbols, or abbreviations, "v." "adv." "a." and "n." Experiment has proven that this paves the way to a very practical use of the dictionary.

Now, with diagram for Etymology still before us, let us see what rules, not technical, but practical sight-rules we can give to the pupils.

1st. The rule, "Adjectives qualify nouns," I give by pointing to the "a." column and the "n." column, and stating that these two classes of words go together.

2nd. In like manner I give the rule, "Adverbs modify verbs, adjectives and other adverbs," by pointing to the proper classes of words and asserting that they are placed together in sentence-forms.

3rd. The rule, "A verb must agree with its subject in number and person," is shown fully on page 69. In our language that is all there is, practically, of verb, number and person.

4th. There is another peculiarity of our language, for which we should be grateful, viz:—Practically, *case* applies only to *pronouns*. But a pronoun appears in almost every sentence. Hence it will be a great help if we can enable the pupils to apply the rules for case. The rule, "The subject of a finite verb is in the nominative case," I give by placing a yellow mark (the adopted symbol of the forms, "I," "he," "she," etc.) before each finite form. I try to illustrate this in the diagram before you, by substituting the initial letter, "y," for the color.

5th. "A noun or pronoun used predicatively is in the nominative case." I show this by placing the said nominative symbol after each finite form of the verb "to be."

6th. As corroborative evidence in behalf of the statement that I do not aim to teach technical grammar, I call attention to the fact that I have nothing to say about the nominative-absolute, or nouns in apposition, as in the English language, nouns have no case inflection.

7th. The rule, "The object of a transitive verb is in the

objective case," I show by placing a red mark (sign of the objective forms, "me," "him," "her," "them," etc.) after each form in the verb column. The initial letter "r." is here used.

8th. That "The subject of the infinitive is in the objective case," is practically shown by placing the red mark before all the infinitive forms.

9th. Place a red mark after each of the prepositions (see adv. column) and thus show that "The object of a preposition is in the objective case."

10th. The rule, or fact, that nouns and pronouns in the possessive case partake of the nature of adjectives, is practically shown by placing green marks (sign of the possessive forms) before the words in the noun column.

Let us turn now from the Etymology-slates to the Syntax-slates, or "Five Slate Method."

Slate No. 1 is reserved for the subject nominatives, and the interrogatives, "who" and "what," are written in yellow, the nominative color. Slate No. 2 claims exclusive right to all predicates. No. 3 is the place for the object. No. 4 takes all prepositional phrases that do not answer to "where," "when" and "how." No. 5 receives all adverbs and adverbial phrases that answer to "where," "when" and "how" (except such as are used to complete the predicate). In slates 3 and 4, the interrogatives, "whom" and "what," are written in red, the sign of the objective.

The diagram before you is filled with sentence models. I shall introduce the subject by quoting a few lines from Mr. Blattner, of Texas. The extract is taken from the December *Educator*.

"The rule seems to be that the child acquires mold-forms rather than an aggregation of individual sentences. He hears many similar sentences, some of them repeated a number of times, before their form is stamped upon his mind. By the time this is accomplished he has perhaps learned all the constituent words by hearing them applied. Now begins his comprehension of sentences. When he comes to express himself in complete propositions, he does not recall individual

sentences that he has heard, but draws upon his stock of words and casts them in the appropriate mold-form."

In our school, during the past year, we tried to collect all sentence-forms. No doubt some have eluded us; but so far as we have been successful in our attempt, we have a model for each sentence possible in the English language. Now follows a very important feature of our method, viz:—These sentence-forms, or patterns, and the verb-forms appearing in the other diagram, are kept constantly before the pupils by means of fresh, daily prepared and printed lessons, containing all the local, current events of interest. The lessons of all the primary classes are printed on one sheet and each pupil gets a copy; thus serving to keep both pupils and teacher informed as to what is going on in the other rooms, and about the institution generally. As to these lessons, the rule is, that every sentence model required of a grade is to be brought before the class every day, and all the verb-forms at least once a week.

To-day it is,

1.	2.	3.	4.	5.
Mary.....	fainted .....	.....	.....	this morning
John	broke	a window..	.....	yesterday.

To-morrow it is,

1.	2.	3.	4.	5.
Alice	can draw...	.....	.....	well.
The florist.	is setting out	flowers ...	.....	this morning.

The same sentence-forms, but the verb-forms and the subject matter changed.

Sentence-forms, as in the case of verb-forms, are apportioned among the five primary grades so as to enable the pupils to express their gradually formed ideas. The forms that appear on the Syntax-slates now before you are taught through the four lower grades; and I think you will find that you can express, in the use of these forms, any idea common among children. All other sentence-forms are taught in

the fifth grade, independently of the "Five Slates," as will be shown later on.

Interrogative sentences are taught in all grades, although none appear on the "Five Slates." So far as construction goes they differ in but one particular from the negative form. This difference is quickly and efficiently brought out by grouping the three forms thus:—

X cried.	X was sick.
X did not cry.	X was not sick.
Did X cry?	Was X sick?

The pupils have already learned the affirmative and negative forms. Now compare the interrogative to the negative; call attention to the relative positions of the subject nominative, and very soon they will be asking questions as readily as answering them.

Now for a more direct application of the Syntax-slates.

1st. They serve to bring out clearly the grammatical fact, that every sentence must contain at least two words, taken from at least two Parts of Speech (nouns and verbs), and these two words must appear on slates Nos. 1 and 2 (subject and predicate), should the word on slate No. 2 express all the meaning necessary, *e. g.*:—

1	2	3	4	5
	will rain .....	.....	.....	to-morrow.
	will be a shower	.....	.....	to-morrow.

Still there must be some word on the first slate. This necessitates the use of some word that has no meaning. Hence the origin of the two expletives (filling-up words), "it" and "there." Little words, but I have known them to give a great deal of trouble. We may teach their application thus:—

"It ^{v.} takes two boys to fight."

"It is ^{a,} *wrong* to fight."

"It was ^{adv.} *yesterday* they fought."

"There is a ^{n.} *whip* in my desk."

"It ^{v., adv., or a.} _____" "There ^{n.} _____"

I know that usage and at least some grammarians do not sustain me in this. For instance, there are such expressions as

"It is I;"

"It is John;"

but is it not correct and does it not add dignity to the predicate nominative, to say,

"This (person) is I?"

"That (person) is John?"

2nd. The "Five Slates" enable me to impress the fact that there must be a sentence or a proposition for every finite verb that is used. There is little excuse for such a production as "John struck Mary cried." The finite forms appear only on slate No. 2. (The infinitives never appear there).

1	2	3	4	5
	struck cried			

This diagram indicates that two propositions must be written.

1	2	3	4	5
Who?		Whom?		
	struck cried			

This diagram should enable the pupil to supply the necessary words.

3rd. The "Five Slates" lead to practical analysis, and thus aid greatly in drawing out correct answers to questions. For example, when I ask, "Who struck Mary?" "*John*," is the correct answer. I do not want them to reply, "John struck Mary." Should they do so I would not be sure they attached the proper significance to the interrogative, "who." They can be made to understand that when I ask, "Who ——" they are to find the complete answer, on slate No. 1. When I ask, "where," "when" or "how——?" they are to go to slate No. 5, for the answer. And so on.

which we imagine or suppose to be, *e. g.* I know that I am not a girl and that I do not wear bangs. But let us suppose the case, viz:—If I *were* a girl, I *would wear* bangs.

In teaching thus, I have had but little difficulty, especially with the past and future tenses. In the use of the future. I find the line between *fact* and *fancy* less clearly drawn. I also call attention to the fact that these verb forms go in pairs. It follows that in every (subjunctive) sentence there must be two propositions expressed or understood, *e. g.*:—"I would like to be rich (if I were rich.)"

2nd. We will take up the remaining sentence-forms under the head,

"MORE THAN ONE WAY TO SAY A THING."

This head may be made to include the inversion, contraction and expansion of sentences.

The pupil has already learned one way of expressing the idea. So I take that form and group with it the other forms that express the same idea. In each group the familiar form, or forms, comes first. Thus:—

"Perhaps it will rain to-morrow."

"It may rain to-morrow."

"I wish God to bless you."

"May God bless you."

"John refused to go."

"John would not go."

"He certainly misunderstood you."

"He must have misunderstood you."

"Who will be my teacher next year?"

"Who is to be my teacher next year?"

"Who is going to be my teacher next year?"

"The boys eat dinner and then go to the shops."

"When the boys have eaten dinner, they go to the shops."

"Right after dinner, the boys go to the shops."

"Having eaten dinner, the boys go to the shops."

"Ida can not go because she is sick."

"Ida cannot go on account of her sickness."

"Ida is sick and so (she) can not go."

"Being sick, Ida can not go."

"He will not go and I shall not go."

"Neither he nor I will go."

"He will not go; neither shall I (go)."

"If John had stayed here it would be better."

"It would be better if John had stayed here."

"It would be better had John stayed here."

"For John to have stayed here would be better."

The principle here employed is the one universally used to aid memory. In History, for instance, you and I seek to fasten in our minds certain dates or facts, by clustering them about some date or fact we are familiar with, whatever the principle or cause. I speak from experience when I say the result is, that if you convey to the pupils (by signs or otherwise) any idea that may be expressed by any of the foregoing forms, some of them will use one form to express it, others another, etc. Or, ask each pupil to express the idea in two or more ways, and they will do it.

I find they do not become in the least confused by the peculiar use here of some of the old verb-forms, *e. g.*—

Who *is to be*, etc. Who *will be*, etc.

They seem to realize that, though similar, in appearance, to the old forms, they are different words. Just as the form "to get" is two different words in the sentences,

"I want to get a letter."

"I want to get (become) rich."

I am confident that this feature of our method could be considerably enlarged in our advanced classes, and with excellent results.

3d. **IDIOMS**—These are numerous and troublesome. But some persons increase the difficulty by classing with idioms

many phrases and expressions that are not idioms, inasmuch as they are parsable and therefore can be taught by rule or method. For instance, "to keep off" is not, usually, an idiom. "Keep off the grass" is no more idiomatic than "stay off the grass," or "stay in the house." "Keep off your hat," or "take off your hat," is not idiomatic. It is simply poor syntax and may be improved by transposing, thus:—"Keep your hat off (your head)."

Whenever possible, I treat an idiom as though it were a compound word and then classify it in Parts of Speech, *e. g.*:—"To sit down," "to sit up," etc., are idioms; but they are idiomatic verbs, and when classed with the simple verbs give little trouble.

We have tried to make a complete list of idioms. We present them in rotation, a few each day. When we have come to the bottom of the list we begin again at the top, hoping thus, by repetition, to fix them in the minds of the pupils.

In conclusion, I feel that in occupying so much time I have sinned against the proprieties. I beg pardon. I trust I have presented my ideas at least modestly. If I have seemed too assertive I ask you to attribute it to conviction based upon actual experiment.

CHAIRMAN:—"The next paper on the programme is one on Arithmetic, by Supt. Tillinghast, of Montana."

ARITHMETIC.

BY J. A. TILLINGHAST.

What I propose to give is simply the method which I used myself while teaching for two or three years a class in Arithmetic. I began with a class who had been in school from three to four years. I took them up at the fourth year and

when I closed with them they had been in school five years. They had been well taught when I took them; the teacher had taught them the use of numbers up to twenty, but not above. They could take numbers below twenty very well, but I found they did not understand working the examples where they were couched in language. I took the class and began giving them, every day in the week, a number of examples written on the board, which examples were couched in language very simple and very easily understood. It was my idea, by giving them examples written on the board every week, to make them more familiar with the form of the language, each time a little more difficult, thus tending to develop the powers of the child. At the end of those two years, the children were given examples involving everything up to compound numbers, so that was the work of two years. When I took them, those children could use numbers up to twenty, and I gave them examples, very simple ones at first, until they could take more difficult ones. I found it very difficult to get arithmetics which would give me a sufficient number of simple examples to write on the board, so I got as many as I could in various ways and wrote those on the board. I gave such as these: "John had ten cents, and James had nine. How much more did John have than James?" "If one had nine cents and the other had five, how much more had one than the other?" "How many more cents had John than James, when John had eight cents and James had five?" In every example new numbers appeared, from five to ten, yet *the language* was what troubled them, instead of the numbers. But I kept giving them more and more every day; when some new form of language would appear in the examples I would explain no more than what was absolutely necessary. The children by that means became more familiar with the language. They became able to work the examples readily, and at the end of the two years I had them so that they could do examples when written in any form of language. That is the way I worked with my class, and they seemed to go right on after getting to understand the language. I think that is one of the most successful ways of teaching Arithmetic.

CHAIRMAN:—"In the discussion of this subject, please don't branch out into the whole subject, we will have that later, but confine yourselves to the line which Mr. Tillinghast has presented."

A MEMBER:—"I like the method, and have pursued a somewhat similar method in my teaching, but I required the pupils to write the example and then give it in words of their own language."

MR. TILLINGHAST:—"That is what I required of my pupils too. Perhaps I could show it better on the board. Take a child, say nine or ten years old, who has been in school, and using clear language, I think they will understand it without any trouble. (Writing on the Slate) "A lady had ten birds in one cage and none in another cage. She took five out of the first cage and put them into the second cage. How many were then in each cage?" How many in the first cage? Ten birds in the first cage: five the lady took out. Five birds were left in the first cage. Five she put in the second cage. Therefore, there were five birds in each cage.

CHAIRMAN:—"Are there any further questions?"

MR. T. P. CLARKE:—"How much time would you devote to mental arithmetic?"

MR. TILLINGHAST:—"I would devote to it, sometimes thirty minutes a day, and sometimes longer, sometimes only fifteen minutes—just as much time as I could."

MR. GOODWIN:—"There is considerable diversity of opinion, and I would like to ask when he would begin in the class with the mental arithmetic, that is with a class of beginners."

MR. TILLINGHAST:—"That is where I want to have the advice of others. I never taught a class of less than three years' standing, and would like to know the very same thing myself."

CHAIRMAN:—"If there is no further discussion on this paper, we will take up the next, which is entitled "Language—A General View," by Mr. Haskins, of the Chicago Day School,"

LANGUAGE—A GENERAL VIEW.

BY C. N. HASKINS.

In presenting this subject I will imagine myself before a class some five or six years in school and just ready to take up the study of technical grammar. My purpose in giving this general lesson is to give the class an idea of what Language is, and what is the purpose of the study of grammar upon which they are about to enter. I would begin the lesson by writing the words, *Language (lingua tongue)* upon the board as a sort of subject. I would show them by the derivation of the word language that it is really the Latin word for tongue. Then I would call one of the pupils, preferably a semi-mute, or one who can speak, upon the platform before the class and tell him to think of some familiar object, but not to expose his thought to the class. Then I ask the class to tell what idea he has in his mind. After various failures at guessing properly, I then pretend to search for the idea about his head—possibly resorting to the use of an imaginary knife, ax or saw to get at the idea that is the object of search. The absurdity of this procedure is at once realized by the pupils and they conclude that some other method of extracting the desired information must be resorted to. I would first have the word spoken. Of course, the class will not all understand this and will desire some other mode of expression. This can be furnished by giving the proper sign or spelling, by drawing the object, or by writing the word which represents it upon the board. This exercise can be repeated at pleasure, or until the pupils fully realize that there is no way of getting at the thought of another except as he gives it some form of expression.

Then give them to understand that Language, in its broad sense, is something more than the use of the tongue; that it may be a sign, a drawing, a piece of sculpture; that every object in nature or art is an expression of thought, and that

this is Language, and that by it we receive and communicate every thought and feeling. At this point I would teach that there are numerous kinds of language, such as the English, German, French, Latin, the sign language, etc., never failing to show that their own language ranks among the rest.

Of course, the object has been to prepare the class for the study of the English language which, by reference to the map of Europe, can be shown to be made up of Latin and German—the one being the father and the other the mother of our own tongue. Illustrations of Latin and Anglo-Saxon words can be given; as a rule, the long words being Latin and the short words German or Anglo-Saxon. Then follows the fact that the English language is composed of sentences; and sentences, of words; and words, of syllables requiring a vowel sound.

Now the class is prepared for the statement that there are only eight kinds of words, or parts of speech, in the English language. The names of these should be placed at the head of columns on the blackboard and the children taught to classify the words in any sentence by placing them in the proper columns. This is a simple form of analysis, or parsing. The reverse process of which is synthesis—sentence building or construction.

Thus the children are led by this general view to understand that grammar is nothing more nor less than the proper classification of words found in a sentence and their proper arrangement, in the construction of sentences, to give expression to thought. The advantages of this view I believe to be very great, as it introduces the pupil to the task before him in a much similar way that the study of a country before visiting it does the traveler. It enables him to proceed more intelligently and with a greater degree of pleasure and profit than he otherwise would.

In conclusion, let me say that too much attention cannot be given to Language, for it is the key that unlocks the storehouse of knowledge for the deaf for all times. It is the great temptation of teachers of the deaf to go into this storehouse themselves to get morsels with which to feed their famishing

pupils, instead of giving them the key with which to secure these riches for themselves throughout all their lives. No deaf person is in any sense educated who cannot read and write ordinary English with comparative ease, pleasure and accuracy, and until our institutions can turn out at least ninety percent of their pupils at the end of their school course who can do this, they should not boast too loudly of their achievements, nor even in any degree rest satisfied with the present results.

The "Question Box" was then taken up and several answers were given, which will be found in the Appendix.

JOHN W. SWILER:—"Mr. Chairman, the Business Committee have received the following communication, which they desire to lay before the Convention and recommend that the invitation be accepted for the afternoon of July 4th.

FLINT, MICH., July 2, 1895.

PROF. F. D. CLARKE:

My Dear Sir:—We shall be very glad to see the Convention, informally, at Oak Grove, some afternoon this week, between three and five o'clock. The afternoon of the fourth has been suggested, and this will be entirely convenient for us. With best wishes for a successful meeting, I am

Very Sincerely Yours,
C. B. BURR.

On motion the recommendation of the committee was adopted.

The Convention then adjourned, to meet at 9 a. m., on Thursday.

Third Day.

Thursday, July 4th.

Morning Session.

The Convention met pursuant to adjournment, with President Connor in the chair, and was opened with prayer by Rev. A. W. Mann.

On motion of Mr. F. D. Clarke, the reading of the minutes was dispensed with.

MR. WALKER:—"The Committee on Business present as its report the programme which you have now in hand, with one alternation. We would like to have the photograph of the entire Convention, and as the photographer will be here this morning, we will take a recess at 10:30, for a few minutes, then we will return to this room for the rest of the programme."

MR. NELSON:—"The Committee on Enrollment desire to report progress, and for the satisfaction of some of its members would like a little further information as to who are to be active and honorary members."

MR. F. D. CLARKE:—"I would like to offer a resolution in regard to a set of men who certainly do as much work for the deaf, without any compensation whatever, as any one else. It has been our custom always to exclude from active membership all members of boards of trustees of our schools. There are some of those gentlemen who nearly always come to our conventions. There are none whom we ought to be more pleased to see; none who can have more influence in carrying out any resolutions which our conventions may adopt, and I think, sirs, that as the only difference between active and honorary membership is the right to vote, that these men, who leave their business to carry on the work in which we are spending our lives, some of whom make great sacrifices to come here, should

be entitled to active membership if they so desire. I should be very glad to see this done, and I wish to offer this resolution, that the Committee be instructed to enroll members of boards and trustees as active members."

A MEMBER:—"Mr. Chairman, I support the motion."

CHAIRMAN:—"You have heard the motion; all in favor will manifest it by the usual sign. The motion is carried."

Then followed an address by J. C. Gordon, Ph. D.

OPENING ADDRESS OF THE ORAL SECTION.

BY J. C. GORDON, PH. D.

Ladies and Gentlemen of the Oral Section:—This day and hour mark no crisis but an epoch in educational progress so full of promise for the increased welfare of deaf children that you will pardon me for noting a few facts along historic lines leading to this new era.

That "the world moves" goes without saying. I invite your attention for the moment to a much smaller field: our own conventions of instructors.

In America, oral work for the deaf and dumb has played a role, so humble, that in the earlier conventions the subject, if presented at all, was treated with general indifference or neglect, if not overwhelmed with ridicule and relegated to the limbo of Utopian theories, through the incredulity of those who looked upon such work, in the generality of cases, as rank charlatanry and an imposition upon the public.

No action concerning speech for the deaf was proposed or taken at the first five conventions.

The Sixth Convention,* held in 1868, about two years after the opening of the first, permanent, oral schools in America,

*In point of fact, the 6th Convention, set for 1861, and postponed on account of the Civil War, was never held; but in consequence of ques-

took action recommending the teaching of speech to semi-mutes and the semi-deaf, but held that it was "not profitable except in very rare cases to teach congenital mutes articulation."

Though no action was taken at the Seventh, Eighth or Ninth Conventions, a cursory review of the Proceedings of these conventions reveals the testimony of many individuals to excellent results in many schools both in teaching the deaf and dumb to speak and in teaching them by speech.

It was not until the Tenth Convention, in 1882, however, that a "plea" was entered "that all the deaf children in our schools might be permitted to make the attempt to learn to use their voices and to read the lips of others." No action on this subject was taken at this convention, but in 1886, at the Eleventh Convention, Miss GARRETT's plea to the Tenth Convention was practically answered by the unanimous adoption of Dr. GALLAUDET's resolution, as amended, which has been presented anew in the constitution proposed for adoption at this, the Fourteenth Convention.†

tions arising during the interruption of the Conventions, the establishment of oral schools in Mass., and in N. Y., and Dr. GALLAUDET's tour through Europe, a call was issued to the heads of the "regular institutions" to assemble in 1868, "with a view of resuming these conventions." Instructors who were not principals participated in this meeting, and a committee of this body issued the call for the convention of 1870. The Committee of Publication of the Proceedings of the latter body, Dr. MACINTIRE, H. S. GILLET and J. C. GORDON, were unanimously of the opinion that the Conference of 1868, called under exceptional conditions, would be the last of its kind. Under this mistaken view, the Committee concluded to regard the First Conference as the Sixth Convention and numbered the convention of 1870, the *Seventh*.

†While this is passing through the press, I may say to the general readers that previous to the XIV Convention at Flint, no constitution or permanent organization had been adopted. At this meeting a constitution was adopted pledging the Convention "as an association to stand committed to no particular theory, method, or system" of instruction, but binding its members upon the subject of teaching speech and lip-reading by incorporating the California resolution upon this subject as follows:

Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from

So much for deaf children and the recognition of their rights in this important matter.

But, what about the teachers of speech? What have our conventions done for them? The earlier conventions, of course, did nothing at all.

The first movement in this direction originated in another body. The Third, and so far the last Convention of Articulation Teachers met in New York City in 1884. It embraced a larger membership than any of the ten conventions of American Instructors preceding it, and it was representative of the entire profession to a noteworthy extent.

At this convention the following resolutions were introduced by me and seconded by PRESIDENT GALLAUDET:—"Resolved, That the Convention of American Instructors of the Deaf and Dumb be requested to organize a section of the Convention, for the Promotion of Articulation Teaching.

Resolved, That this request be transmitted to the Executive Committee of the Convention."

These resolutions met with hearty and unanimous approval and were formally adopted.

Six years later, in 1890, DR. BELL called the attention of the Twelfth Convention of Instructors to these resolutions, and remarked the fact that there was no record of their having been presented at the Eleventh, or California Convention. The Convention after deliberation took action in cognizance of the request of the Articulation Teachers' Convention, to which attention had been thus called by DR. BELL, and through a

the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the amount of labor. *Provided*, That the children who are given to articulation teachers for trial should be given to articulation teachers who are trained for the work, and not to novices, before saying it is a failure; and *Provided*, That a general test be made, and those who are found to have sufficient hearing to distinguish sounds shall be instructed aurally."

It will be observed that this constitutional provision applies to speech and lip-reading only as subjects of instruction, and that the Convention is specifically precluded from any interference with particular methods or systems of instruction.

committee presented the following report which was adopted:—“*Whereas*, At the last Convention of Articulation Teachers of the Deaf, a resolution was adopted looking to the formation of a section of the American Instructors of the Deaf, ‘for the promotion of articulation teaching;’ therefore be it

Resolved, That the Oral Teachers of this Convention be invited to form a Section for the purposes indicated, to be organized under its own officers, the hours of meeting to be determined by the appropriate Committee of the Convention, and to be so ordered as to harmonize with the general meetings and with the Normal Section.”

The oral teachers present thereupon met, adopted a resolution of thanks to the Convention, and selected an Executive Committee for the Oral Section, which action was reported to the Convention and formally approved during the final session of the Convention.

The Thirteenth Convention, held in Chicago in 1893, assembled for a brief business-session only, the literary or educational programme having been assigned to a Committee of the World’s Congress Auxiliary to the Columbian Exposition and consequently no opportunity arose for the Executive Committee of the Oral Section of the Convention to enter upon its duties until this year.

So it comes about that eleven years have passed since you, assembled in an independent organization, first preferred your request; but “all things come to him who waits,” and, to-day, for the first time, the Articulation Teachers of America meet as a recognized, integral part of the Convention which through its venerable Executive Committee gives you even more than you asked or sought, in suspending all other work during the sessions of this section.

For the courtesy and recognition accorded, I stand here as Acting Chairman of the Executive Committee of the Oral Section to thank the Committee of the Convention, and the members of the Convention I see before me in this large assemblage.

And in uttering the sincere and heartfelt thanks of the Committee, let me not forget to speak a word of thanks for

the oral teachers of America, now numbering about one-half of the actual teaching force of our profession.

Nor let me be unmindful of some two thousand eight hundred and one deaf children under instruction wholly by oral methods, and two thousand three hundred and eighty, more, receiving the boon of speech and lip-reading in larger or smaller measure as special subjects of instruction.

For all these, and the unnumbered thousands of deaf children to be benefitted by the progress of the future, together with the fathers and mothers, and brothers and sisters of them all, we speak most hearty thanks, and trust that our words and deeds may prove no empty form.

In thanking you as members of the Convention, I am not unmindful of the fact that in previous conventions, especially the Eleventh and Twelfth, special needs of oral instructors have not been entirely ignored, but this larger measure of intelligent and generous recognition touches our hearts most profoundly.

And this, all the more because we are not unaware of the fact that the very nature of our work compels innovations, subjecting our every action and every motive to scrutiny that is not always friendly, and criticism that is not always just. We do not complain of this, for we recognize that such is the inevitable fate of reformers, however wise and prudent they may be, or however needful the reform.

Our expectations are not great, we have nothing to ask beyond the best opportunities for instruction and mutual improvement within our reach, and we simply wish to thank you for whatever measure of recognition and support is accorded to us, and to the work of instruction especially assigned to us.

Members of the Oral Section: who can doubt that from the work here done, and the workers mutually taught and teaching, there shall go forth into all our school-rooms the good that comes from increased skill, earnest zeal, kindly sympathy, and the contagion of the boundless enthusiasm which fills the hearts and irradiates the faces of the good men and better women I see before me.

May God grant us more knowledge, and help to advance the sacred interests intrusted to us, so that our successors in looking backward and downward to our lower level, may smilingly forgive and forget all our short comings, as they say of us: "They, 'traveling by a dim and perilous pathway,' proved by their works that they loved the deaf and dumb and every one who labored with a pure heart in the common cause for their upbuilding."

Well may we believe in the possibility of progress. Our work is young. Two generations carry us back to the days of the pupils of BRAIDWOOD, HEINNECKE, and the ABBE DE L' EPEE.

There are those here to-day who have grasped the hands of the sainted GALLAUDET and of SICARD's famous pupil, LAURENT CLERC.

The first pupils of the first pure-oral school in the world, bald, perhaps, or grey, have not yet "shifted into the lean and slipped pantaloons."

The first regularly employed articulation teacher in America has not yet had time to begin to grow old and she is fittingly represented in this Convention by her daughter who is with us here to-day.*

Our dear friend Miss FULLER, sitting yonder, the principal of the Horace Mann School, in Boston, has been longer in continuous service, than any other teacher of speech in the country, while I, your speaker, now the oldest, male, American-representative of those "men who presume to teach before they have learnt," began to try to teach speech one month earlier than Miss FULLER, in 1869.

Yes, this work is young, lacking the garnered wealth of experience transmitted by tradition through experts to novices in other lines, even in the special work of instructing the deaf.

*The reference here made is to MRS. ALICE NOYES SMITH, daughter of DR. J. L. NOYES, Sup't of the Minnesota School. Her mother as MISS WADSWORTH, of Hartford, was the first, regularly employed teacher of articulation in an established American institution.

And this is no slight reason for our seeking, when possible, the advantage of a summer institute, in order that we may increase the efficiency of our instruction, that the larger and still larger numbers of pupils intrusted to us may receive the greatest possible benefit from our labors.

We appreciate, too, the advantages from meeting here our friends who are not engaged in oral work. Their ever-growing stores of pedagogic treasures have been enriched by the still living traditions of expert teachers of the deaf and dumb, and we hope to learn from and profit by their experience, even while we modestly, yet firmly, continue to seek for "the more excellent way."

In so doing, let us keep our minds and hearts free from prejudice, tolerant to the views of others, interpreting words and acts in a kindly and generous spirit, weighing opinions with care, yet "accepting nothing upon mere authority however venerable."

Fully imbued with modern, scientific methods, let us not fear to put doubtful things to the test of experiment under carefully observed conditions, remembering that "old and feeble is all theory, and young and vigorous is ever-renewing practice."

With these words of counsel, my friends of the oral section, I might have done, but I would be recreant to duty if I did not speak a word of encouragement to you who are engaged in this most arduous work.

The real strength of the improved methods which you represent is in the large measure of success which has crowned your efforts. Science, philosophy, and scholarship have been at work and are producing their natural and legitimate results. Hence you do well to seek further self-improvement, and to elevate your professional qualifications.

With ROGER BACON we may say: "We must not stick to what we hear and read, but must examine most strictly the opinions of our ancestors, that we may add what is lacking and correct what is wrong, but with all modesty and consideration." With this caution, I may say that to you it is given to draw counsel and wisdom and inspiration from many fountains.

We should be profoundly grateful for the researches and recorded views of the philosophers, famous scholars, educators of gigantic mould, and benefactors of mankind, who have made specific and definite contributions to the discovery and application of the science and the art of oral instruction in its different phases.

The hour will not permit me even to call the illustrious roll. It includes the Italian philosopher, JEROME CARDAN; the Spanish scholar and practical teacher, JUAN PABLO BONET; the learned DR. AMMAN of Holland; quaint JOHN BULWER of England; GEORGE DALGARNO, the Scottish philosopher; DRs. HOLDER and WALLIS, founders of the Royal Society of Great Britain; the learned BUFFON of the French Academy, author of the famous report of the Academy upon the great PEREIRE's labors; the sagacious DESCHAMP of France; the elder BRAIDWOOD of Scotland, whose methods are set forth by GREENE in *Vox Oculis Subjecta*, and by DR. WATSON of London.

Here belongs the ABBE DE L'EPEE, author of a treatise upon *Speech and Lip-Reading*, who abandoned the practice of speech-teaching in favor of his peculiar system of methodical signs, long since discarded and now unknown; here belongs the accomplished HEINNECKE, founder of the German method, and here the philosophical BARON KEMPELEN, an original investigator of the mechanism of speech.

The great Swiss, PESTALOZZI belongs to us, or we to him, as the rediscoverer and popularizer of the intuitive method. Among his pupils we may name DR. ESCHKE of Berlin, son-in-law of Heinnecke, MORITZ HILL, (under Pestalozzi at Bunzlau), NAEF, fellow-townsmen and pupil of PESTALOZZI at Yverdun, where he was principal of a school for the deaf, and the distinguished VALADE-GABEL who adapted PESTALOZZI's method to the oral and written instruction of the deaf and dumb. Here, too, we find the philosopher and philanthropist, BARON DE GERANDO of the Paris institution; and the scholarly LEON VAISSE, brought to our shores by the elder DR. PEET to introduce BEBIAN's method which in Paris had displaced the DE L'EPEE-SICARD system of "methodical signs." VAISSE returned to France, adopted the intuitive method, became

noted as a savant and an educator, and an earnest champion of the oral method. Here, too, belongs DR. SEGUIN, claimed by two continents, who was the biographer of PEREIRE, and the first savant to enunciate the relation of "sense-training" to "mind-building," and to prove his theory by educating the feeble-minded through the senses of touch and sight.

This list would be far from complete without the names of DR. DAVID HIRSCH of Holland and the CAV. SIG. JULES TARRA of Italy.

Among the living I cannot forbear the mention of DR. BUXTON and DR. ELLIOT of England, and in our own country, PROFESSOR ALEXANDER MELVILLE BELL, the prince of phoneticians, and his illustrious son, DR. ALEXANDER GRAHAM BELL, who came to the United States upon the invitation of our friend Miss FULLER, many years ago, to devote the larger part of his life, with contagious ardor, to the cause in which all before me are so deeply interested. Still other names are equally worthy of mention here, but I must pause.

The duties of the day and the rich programme before you, forbid that I should detain you longer save to remind you, members of the oral section, that this is not a mere holiday outing to be given over to the mild pleasures of the pic-nic season, nor a political convention to be "stampeded" for this thing, or that thing, by the passions of the hour; but the responsibility of moderation rests upon us, as, rising above the mists of the past, we see the whole profession advancing to a higher plane, with this section in advance, marching forward upon a peaceful mission, through evil report and good report; our only rule, the golden rule; our only law, the law of love; and emblazoned upon our banner, a banner never to be lowered, upon the one side: "*Wisdom openeth the mouth of the dumb,*" and upon the other, "*Malice towards none with charity for all.*"

CHAIRMAN:—"We will now listen to a paper entitled 'Reports from Abroad,' by Hon. John Hitz, of the Volta Bureau. As Mr. Hitz is not with us, Dr. J. C. Gordon will read the paper."

REPORTS FROM ABROAD FOR THE YEAR 1894.

TRANSMITTED TO THE VOLTA BUREAU.

Introductory to these reports it is stated that the first publication of the series in 1894 met with such signal approval, both at home and abroad, as to decide the Bureau to continue these accounts from abroad annually, in a more or less modified form, and the hope is entertained that in time something more of uniformity in a statistical way may be achieved; at all events, the Bureau feels assured that in thus securing and disseminating information of what is being done for the advancement of the cause it seeks to promote, a most helpful factor is employed to further the praiseworthy efforts being made by its earnest co-workers throughout the world.

GERMANY.

Director W. Reuschert, of the Protestant Deaf-Mute Institution, Strasburg, Elsars, reports that the warfare which had prevailed in the instruction of the deaf between the adherents of the Oral and Sign methods had entirely subsided and that the hatchet had been buried.

In Germany, now, ninety-seven institutions offer to 6,550 deaf-mute children (3,639 boys and 2,911 girls) adequate training and instruction. Of these institutions, fifty-two are day schools (externate), thirty-five are boarding schools (internate), and ten are mixed schools (inter-externate) which board and lodge only the younger pupils, but not the older and more advanced. Six hundred and nine males and seventy-one females constitute the teaching force of these schools, which gives an average of ten pupils to each teacher. Most of the female teachers are to be found in Southern Germany, where the instruction of the deaf is largely carried on by religious

sisterhoods, whereas in Northern Germany, which is largely protestant and where the institutions almost without exception are supported by the State or Provincial authorities, but few female teachers are employed.

In regard to schools established by benevolence the report says: "It is not to be denied that such institutions show the citizens of a locality to be animated by a noble phase of philanthropic spirit, but they also frequently encounter the danger of having men at the head of their Board of Managers who are wholly unacquainted with the nature of deaf-mutes and the character of instruction they need, who nevertheless assume to express opinions in regard thereto, and interfere with the principal conducting the school. Such institutions should gradually be entirely absorbed by the State and placed under its supervision. Then ignoble public begging in behalf of so worthy an object as deaf-mute education would cease, and an intelligent and qualified management would be assured."

The number of pupils at the various institutions ranges from six to three hundred and four. But few institutions have an attendance exceeding one hundred; in most of them the number of pupils ranges from seventy to ninety, divided into eight classes, which, it would seem, conforms to the normal-class number of schools.

As to normal training, it seems that the Royal Prussian Deaf-Mute Institution, at Berlin, provides the same for those who would become teachers of the deaf, so far as this is not done at the several institutions throughout the land on their own account; and the Royal Central Bavarian Institution, at Munich, likewise embraces a well-conducted normal department.

In the matter of recent publications the report refers favorably to the comprehensive work of *Walther* in Berlin, *Handbuch der Taubstummen-bildung* (Manual of Deaf-Mute Instruction). Also to *Das Praktische Hand-buch für den Sprachunterricht in der Taubstummen Schule* (Practical Manual of Teaching Language in Deaf-Mute Schools), embracing the first four school years, by *Knauf* of Berlin. Likewise to the *Statistische Jahrbuch für Taubstummen, Chrer* (Statistical Annual for

Teachers of Deaf-Mutes), by Reuschert of Strasburg, and finally to the *Realienbuch*, or Manual of Natural Science, of Debus, Kruse, Finkh and Warnecke of Schleswig presented in MSS. to the Third Congress of German Teachers of the Deaf at Augsburg, May, 1895, and awarded the States' Prize by the Prussian Minister of Instruction.

In regard to Kindergartens the report says: "There exist in Germany, for deaf-mute children not yet of school age, sub-primaries or Kindergartens at Plauen near Dresden (founded 1872) and at Berlin; another is being established at Konigsberg, Prussia."

The lack of supplementary schools for the deaf is deplored and also the total absence in Northern Germany of a "Home" for superannuated and dependent deaf-mutes. In conclusion, the report refers to the League of German Deaf-Mute Teachers, organized in May, 1894, upon whose standard was inscribed the motto: "To promote the cause of deaf-mute education and our common welfare," which, however, it regrets to say, so far had given no manifestation of life other than the publication of one very meagre number of its organ.

AUSTRIA-HUNGARY.

We learn from this report that, although this Empire in area and population far exceeds Germany, it contains only thirty schools or institutions for the instruction of the deaf. In round numbers, these schools contain one and hundred fifty teachers and 1,900 pupils, or an average of thirteen pupils to the teacher. Among the hindrances are certainly the unfriendly relations existing between the various nationalities constituting the Empire, necessitating that instruction be given in no less than ten distinct vernaculars which prevail in the land! This circumstance undoubtedly also caused the demise of the Austrian Teachers' Association and of its organ. A hopeful sign for the better, however, is the fact that among the numerous commemorative institutions to be established in honor of the Emperor's fiftieth year of reign (1898), several new institutions for the deaf are provided for.

SWITZERLAND.

In Switzerland there are, at present, fifteen deaf-mute institutions containing about five hundred pupils and fifty teachers. Most of the institutions are under private management, receiving cantonal aid. Fourteen of them are boarding schools (internate). On the whole, these institutions fare pretty well, only there are too few of them and consequently they cannot favorably respond to all of the applications for admission. None of these institutions have an attendance exceeding fifty pupils, they are more like and really constitute enlarged families, which can only be accounted as being in their favor.

FRANCE.

Ad. Belanger, professor and librarian of the National Institute for Deaf-Mutes, at Paris, says: "It is not enough to have merely instructed the deaf-mute and to have brought him, through years of instruction and education, nearer the standard of the child who hears; more should be done, so that the material things of this life may be possible to him, so that he may have the means to live as others do.

"This was the intention of most of the French schools when trades were introduced, and the pupils were made to serve an apprenticeship. The National Institute of Paris (*L'Institut National de Paris*) gave the example, over a century ago, of establishing ateliers, or workshops, for those of its pupils who have to struggle for their livelihood. The deaf-mute leaving our schools and possessing knowledge of a trade is unfortunately not even then fully on the same plane with other individuals. We have done much for him, but not enough. We ought then to recognize that he, more than all others, needs aid, assistance, protection. For this reason the Central Society for the Education and Assistance of the Deaf-Mutes of France (*La Société Centrale d'Education et d'Assistance pour les Sourds-Muets en France*) was founded in 1891; and since that epoch, thanks to the eminent men in control, it has not ceased to render great service. In accordance with the initiative of its General Secretary, Dr. Ladreit de Lacbarrière, head physician of the School in Paris, the Society has en-

larged its field of action, by establishing in the Capital an Intelligence Bureau, where aid, medicines and consultations are gratuitously given. This benevolent movement in favor of the deaf seems to emphasize itself at this moment, by the fact that several aid societies have been organized by the deaf-mutes themselves. One of the most flourishing, that of Rheims, was founded by two former pupils of the School at Paris, Messrs. Livile and Henry Mercier.

The General Museum for the Deaf-Mutes of Paris (*Musee Universel des Sourds-Muets de Paris*), founded a few years ago, has already attained considerable prominence, thanks to the efforts of its Director, M. Theophile Denis. It is indeed a museum possessing rare and curious objects pertaining to the deaf and dumb of the two continents. Established on the broadest plan, its peer in regard to the variety of portraits which decorate its walls is not to be found. Its aim is to show the value and power of our special instruction, to recall to mind all those who have aided in consecrating the work, and to rehabilitate deaf-mutes in their own estimation, by showing the work that has been done by and for them, more especially so in an artistic direction.

"No reunion of French teachers has taken place, for we reserve that until the year 1900, when the next International Exposition is to take place. We hope then to have an International Congress of instructors and friends of the deaf.

During the year 1894, our two French publications for the deaf, *La Revue Francaise de l'Education des Sourds-Muets* (French Review of the Education of Deaf-Mutes), under the directorship of M. Ad. Belanger, and the "*Revue Internationale de l'Enseignements des Sourds-Muets* (International Review of the Education of Deaf-Mutes) have reached their tenth year of publication, and on the 20th of December, 1894, a new semi-monthly periodical, entitled *Journal des Sourds-Muets*, edited by M. Henri Gaillard, made its appearance in Paris. Among the special publications during the year 1894 are to be noted:

"1. A reprint of the work of the Abbe Deschamps, 1785, *De la Maniere de Suppleer aux Areilles par les Yeux* (Manner

of Supplementing the Ear with the Eye), supervised by M. Ad. Belanger.

"2. *De l'Acquisition des Idees abstractes par les Sourds-Muets* (On the Acquisition of Abstract Ideas by Deaf-Mutes), by Thollon.

"3. *De la Preparation des Organes de la Parole chez la Jeune Sourds-Muets* (The Preparation of the Organs of Speech of Young Deaf-Mutes), by A. Boyer."

GREAT BRITAIN.

William Van Praagh, Director of the Training College for Teachers of the Deaf, 11 Fitzroy Square, W. London, reports that the Act of Parliament, dated September 12, 1893, entitled "An Act to make better provisions for the elementary education of blind and deaf children in England and Wales" had become operative. The Rev. J. W. Sharpe, C. B. H. M's., Chief Senior Inspector of Schools, has been appointed Inspector of Schools for the Deaf and the Blind, and had been ably assisted by assistant inspectors for schools carried on under both systems, Mrs. Thurston Holland for the Oral, and the Rev. J. W. Gilby for the Manual System.

The Government has issued detailed rules and regulations for the boarding out of blind and deaf children. Of these P. 6 (No. 1) reads: "There shall not be more than two blind or two deaf children resident in the same house at the same time, whether boarded out or not."

P. 7. "Every boarded-out child shall be visited not less often than once in every month by a member of the Boarding-out Committee at the home of the foster parent, and the visitor shall thereupon make a report in writing to the Committee, mentioning the apparent bodily condition and behavior of such child, and the state of the home, and all reasonable complaints made by the child or the foster parent."

Two societies have recently been organized by the teachers of the deaf.

1st. "The Association of the Teachers of the Deaf," under the presidency of Lord Egerton, of Tatton.

2nd. "The Union of Teachers of the Deaf on the pure

Oral System," having for President, Lionel Van Oven, Esq., and for Vice President, B. St. John Ackers, Esq.

ITALY.

Prof. G. Ferreri, *Vice Direttore del R. Istituto Penola, pei Sordomuti*, Siena, says that the year 1894 opened with an awakening in favor of the cause of Italian deaf-mutes. To the periodical, "The Education of the Deaf-Mutes" (*L' Educazione dei Sordomuti*), which ever since its foundation (1872) has sustained the cause of the deaf and dumb in Italy — "and changed not his aspect, nor moved his neck, nor bent his side"*—were added two other periodicals. The first of these publications limits itself to protecting the interests of the Neapolitan deaf-mutes. The other publication devoted itself mainly to securing Government aid. To the voice of the public press was added, also, that of Prof. Fornari, Director of the school at Milan, who published first an essay in regard to uneducated deaf-mutes, then a popular tract upon the condition of deaf-mutes, and finally an open letter to the Minister of Public Instruction. The instruction of the deaf and dumb, however, continues to be supported principally by public charity, from which it has received liberal donations. A local committee has been organized in Milan, whose object is to extend the education of the deaf and dumb, and to serve as a substitute for the National Committee elected at the Congress of Genoa (1892), which latter had never given a sign of life. Through the efforts of this Committee of Milan, a new school was opened at Como (March 4th) for deaf-mutes, another, also, in Naples, where the Rev. Di Majo has done his utmost to aid abandoned deaf-mutes in opening a small asylum for themselves.

The last publication of the year was addressed to the Government, to again remind it of its obligation to provide for the education of Italian deaf-mutes, of whom there are about 1,500 of a suitable age to be instructed who are abandoned to ignorance.

*Dante, x: 74.

PORTUGAL.

From the detailed historical sketch of the instruction of deaf-mutes in Portugal, prepared by Prof. Anicet Fusillier, Director of the College for Deaf-Mutes, Bemfica, Libson, we learn that, in addition to the already existing municipal institution, a private school was founded in 1890, known as the College of Bemfica, where the most advanced methods of instruction are followed. Already one of the graduates, Carlos Magro, had matriculated in the Academy of Fine Arts. A department for feeble-minded deaf is also attached. Among the studies pursued at this school may be enumerated: Speech, both orally and aurally taught, lip-reading, geometry, mathematics, history, physics, elements of common law, geography, natural history, chemistry, cabinet-making, horticulture, modelling, athletics and photography, also the French and English languages in addition to the Portuguese.

Through the legacy of an opulent citizen of Oporto (Jose Rodrigues de Araujo Porto), amounting to some \$130,000, the management of the Misericordia Hospital at that place was enabled to found an institution there for the deaf, which was duly inaugurated on the 26th of February, 1893, and then opened with twelve pupils on its rolls. After some difficulty experienced in securing qualified teachers, the Count of Samodaes, of the Board of Managers and an active friend of the deaf, finally, after a competitive examination, engaged two gentlemen to go to the National Institute of Deaf-Mutes in Paris, to study the most advanced methods. These gentlemen, Srs. Rodrigues Lobo, a physician, and Nicolau Falcao, spent a year in Paris and are to-day, respectively, Director and Professor of the Institute.

Endowed with a considerable means and employing the best recognized methods, the Araujo Porto Institute is destined to have a brilliant future.

SCANDINAVIA.

Lars A. Havstad, of Christiania, Norway, reports:—"Scarcely any change has taken place in the schools of Denmark, Norway, Sweden and Finland since my last report.

"The discussion in our professional press, which is practically limited to the periodical published at Stockholm under the name of *Tidskrift för Dofstumskolan*, has largely turned from the questions connected with the outward organization of the schools and from the warfare between methods, to that of the details of instruction and education. In Norway, the Oral Method is left alone master of the field. In Sweden, Finland and Denmark, the two methods have divided the domain, the Oral Method ceding to the other one-fourth or one-fifth of the pupils, generally the intellectually weakest. Although defeated as to the extent of the use of the method, the partisans of the Manual Method may be said to be seeking their revenge in urging upon their opponents the apparently cheaper organization of large schools. In fact, the schools for the deaf are growing larger and becoming fewer than at the period when nobody thought of assimilating the deaf to the hearing world. The opposite views of the partisans of the two methods, although not for the time being appearing in open contest, cannot but be plainly distinguished in the above named periodical. The contests between the methods, however, will hardly cease until one of them is totally superseded by the other. And when the battle of methods dies away, then, I believe, will present itself as the great problem to be solved, a question now much agitated in Scandinavia and in Germany, namely: How is the oral language to supersede signs as the natural language of the deaf, or, to express the same in other words, how can the language of speech successfully wage the war of extirpation against the deeply rooted evil of "deaf-mutisms." This will be coming to the root of all questions relating to the education of the deaf."

RUSSIA.

In the year 1806, the Empress Marie Feodorovna, daughter of the Duke of Wurtemberg, founded a school for the deaf and dumb of both sexes on her estate at Pavlovsk, in the neighborhood of St. Petersburg, which four years later was moved to that city. A capital of 156,000 roubles was deposited in one of the savings banks to found a scholarship

fund for pupils placed at the school in her Majesty's name. The pupils are taught by the Oral system, the Sign and Manual system being used for those who are disinclined to follow the former method. In addition to this, they are instructed in religion, the Russian language, arithmetic and the necessary trades. The school consists of one hundred and five boy boarders and sixty-five girl boarders, besides thirty-two boys and twenty-eight girls as day scholars. Of the two hundred and thirty pupils, one hundred and thirty-eight are taught by the Oral system.

AUSTRALIA.

Superintendent Samuel Johnson, of the South Australian Institution for the Blind and Deaf and Dumb, at Brighton, reports that said Institution, which was founded October 1, 1874, by the late William Townsend, M. P.; is progressing very favorably under an excellent staff of teachers. Before vacation of 1894, there were fifty-two inmates, viz.: eleven blind, thirty-nine deaf and two blind and deaf. The results attained in teaching speech are gratifying, the Oral method being employed in the education of the deaf, but the pupils are permitted to use the Manual Alphabet. In the industrial department the boys, in addition to the usual studies, are taught boot-making, gardening and elementary carpentry, and the girls learn sewing and domestic work.

CHAIRMAN:—"We will now have a paper on "Number Work," by Miss Effie Johnston, of Jacksonville, Illinois."

NUMBER WORK.

BY MISS EFFIE JOHNSTON.

The study of arithmetic or number is a very important one, because so much of our progress in other studies depends upon our ability to number or judge correctly.

Parker, in his "Talks on Pedagogics," says: "Arithmetic is an essential factor in every step of human progress. Nothing useful can be made or constructed without the use of that mode of limitation called numbering. All progress in science is absolutely dependent upon number. That mode of judgment which we call numbering enters into every activity of life, and into every relation of science or business—into the kitchen, into the parlor, into the workshop, manufactories, commerce, and into all human progress. Not an hour passes in an intelligent man's waking life without the necessity for the use of number. Numbers enter into all acts of practical life, into all intellectual attainment; they are essential factors in all human development."

Since the study of number is so important and forms the foundation for other studies, it is very necessary that the subject be presented to children in an interesting way, in a way to develop their judgment.

We all know that a normal child is active and loves to be doing something, that he learns words relating to activity more readily than other words, and that his greatest interest is aroused when he is the actor. Therefore, the more we can make the children the actors in daily lessons, the greater their interest will be.

No doubt we have all found out how much greater their interest is, in a language lesson which describes the doings of some of their classmates or playmates, than in one which treats of persons whom they have never seen.

Children like games, too, so if we can make lessons seem like play, we have gained another hold upon their attention and interest. The use of objects in teaching number is very necessary, as they give the children something tangible to work with.

It is best to have several different kinds of objects and about twenty or twenty-five of each kind. After working some time with one kind, bring out another. Very slight changes serve to arouse new interest in children and the same may be said of children of larger growth. The best way to have the class seated for a lesson is on small chairs along three sides of a low

table, so that the objects can be easily seen and handled by all the members of the class.

Using the objects, have the problems acted out by the children, being sure always that there is one unseen fact, something they must discover. In this way the conditions are presented in concrete form. The pupils, observing these conditions, think and reason for themselves, forming their own conclusions. They are actively engaged in the free use of their own powers. They see, handle, experiment and discover for themselves, and are not memorizing numerical facts which the teacher is giving forth from his store-house of knowledge. They are teaching themselves, finding out truths and principles for themselves, the teacher guiding and supplying names and technical language when it is needed. They are developing their reasoning powers, forming correct modes of judging, finding out that there is something unknown, something which they must discover which depends upon existing conditions or facts already known, and it gives them confidence in their own powers of observation and discovery. Jerome Allen says: "The joy of discovery is a most powerful mind incentive," and "Curiosity is an incentive. We are all extremely curious to know things hidden from us, for men are but children of a larger growth."

Our children must learn, very soon, that the conditions are stated in the language, and that in order to have a right understanding of these conditions it is necessary to understand the language. Number work and language should be taught at the same time.

Begin with the four operations, or five, as Col. Parker classifies them: Addition, subtraction, multiplication division and partition. All these can be understood and mastered while dealing with small numbers, so that the objects can be counted, handled and changed to suit changing conditions.—Principles and processes first and mechanical rapidity will follow when they see the necessity for economy of time.

In my experience with the deaf I have found that, in general, they are very apt in acquiring mechanical skill, but lack very often in their ability to understand the language, the medium

which presents the conditions of the problem and helps them in determining the unknown quantity.

With what number to begin depends entirely upon what the pupils already know and the ability of the class.

I would not begin number work before the second year. They must understand simple language and questions first. As most children have bought marbles, apples, candy, and other articles and have traded with one another, divided with one another, lost some and bought more, they probably have a fair knowledge of numbers as high as 10. Beginning then with 10, present it to them in problems involving all possible combinations. A child does not know any number until he knows all the parts, equal or unequal, into which it can be separated.

Col. Parker says that all that can be done with any number is to divide it into equal or unequal parts and all that can be done with a number of numbers is to unite them; that equal numbers may be united or unequal numbers may be united.

Have a box in which the objects can be placed out of sight.

Tell Jack to put 6 blocks into the box and Anna 4 blocks. Each pupil writes on his small slate or tells how many there are in the box. After all have given their answers, show the number and let them see for themselves whether they are right or not. Then show again the number in the box and write on the blackboard, "There are 10 blocks in the box."

Tell Mary to take 2, letting the class see the number taken. Each one tells the number he thinks is in the box. Then changing the sentence on the board by drawing a line across "are" and writing "were" above it, and finishing the problem, we have, "There were 10 blocks in the box. Mary took 2. There are 8 blocks in it now."

Empty the box. Call up two other pupils. Tell Charlie to put 7 blocks into it and Henry 3 blocks. Each pupil showing the number as he puts them in. Call for volunteers to write the whole problem. "Charlie put 7 blocks into the box and Henry put 3 blocks into it. There are 10 blocks in it now." Erase.

Have another pupil take 4, hiding the number taken, from the class. Show the number remaining and they tell you the number taken.

As before, have the whole problem written by some member of the class. Starting again with 10 blocks in the box, give 6 to Katie and 3 to Lizzie. They see the numbers given to each and tell you the numbers remaining. This involves addition and subtraction or two subtractions. Have each one write the problems on his small slate, and when all have finished, let one write it on the board. If any one has failed in numbering correctly, show all the numbers.

Another drill can be given with the same combinations and a drill, also, on the use of the singular and plural forms and the past tense of the verb "have." Keeping the objects concealed give 6 to Katie and 4 to Anna. Write, "Katie and Anna have 10 blocks. Katie has 6 blocks. How many has Anna?" After they have given the answer, tell Katie to give 3 to Anna. Changing the language, we have, "Katie had 6 blocks and Anna had 4. Katie gave 3 blocks to Anna. How many has Katie now? How many has Anna?"

Having ten on the table, ask how many twos there are in 10. Perhaps no one in the class will understand the question. Separating them into groups of two and pointing to each group say, "2, 2, 2, 2, 2, how many twos?" They give the answer 5, and the teacher writes, "There are 5 twos in 10." Then, "how many threes?" "There are 3 threes and 1 over. "How many fours?" "How many fives?"

Have some pupil arrange objects in groups each time. I always call upon one who I think does not understand. Tell one pupil to take 10 blocks, the others tell you that Lizzie has 10 blocks. Have the sentence written. Then Lizzie gives 5 to Annie.

Change the sentence by marking out "has" and writing "had" above and complete the problem.

"Lizzie had 10 blocks. She gave 5 blocks to Anna. Lizzie has 5 blocks."

Give one of the boys 10 marbles and write, "Charlie has 10 marbles." Have the others shut their eyes and you arrange

with him to go out of the room and return with only 7 marbles. Calling the attention of the class he performs his part and, returning, he shows the 7 marbles. Then call for volunteers to complete the problem:—

"Charlie had 10 marbles. He has 7 marbles now. He lost 3."

Very soon some of the boys will want to tell you a marble story and you have the foundation for an abstract problem.

Bringing nuts or candy to give them occasionally will increase their enthusiasm very much. Write "I have 10 nuts." Calling up 5 pupils, and keeping the number concealed, I divide them equally among the 5 pupils. Then, changing the first sentence by crossing out "has" and writing "had" I finish the problem, writing the sentences in the columns. "I gave some nuts to Jack. I gave the same number to Charlie. I gave the same number to Anna. I gave the same number to Mary. I gave the same number to Katie." To make it more clear I point to each one and say, "the same," "the same." Then, pointing to each again I ask, "How many? How many?" etc. After a while, when they understand this, it is very easy to give them the expression "divided-equally" by crossing out the superfluous words and showing them how we can shorten the language by saying "I divided 10 nuts equally among Jack, Charlie, Anna, Mary and Katie," telling them that "divided" means "gave" and "equally" means "the same number." You see that in all these lessons the language has been of as much importance as the number work.

Call up three pupils. Give 3 nuts to one, 4 to another, and 2 to another. Then write in the columns:—

"I gave 3 nuts to Henry. I gave 4 nuts to Anna. I gave 2 nuts to John. How many nuts did I give to them?"

Then I cross out the superfluous words and show them that it is not necessary to repeat the subject and predicate.

Again call up three pupils and take 2 nuts at a time and give them to each of the three. Write "I gave 2 nuts to James, 2 to Henry, and 2 to Lizzie. How many did I give to all?"

Later on it will be very easy to teach the word "each."

It is not necessary to work with one number until all are perfect in the combinations, but take up the next higher number as the greater includes the less.

Don't repeat problems. If you do, the lazy members will try to use their memories instead of their reasoning powers.

Repeat processes and language, changing the numbers.

When giving little problems dealing in money, have the pennies there for them to see and use, viz:—

"1 lead pencil costs 3 cents. How much will 2 cost?" Give one pupil several pennies and tell him that he is to buy the lead-pencils. You put 1 lead-pencil on the table and he puts 3 cents beside it. Put down the other and he deposits another 3 cents. Then he takes the lead-pencils, and they tell you that 2 lead-pencils cost 6 cents. Repeat all these processes in as many ways as possible.

Be constantly on the alert, invent new conditions.

Illustrate with books, slates, pencils, bottles of ink, their hats, coats, handkerchiefs, and any other available articles, or draw pictures on the blackboard.

After repeating these operations many times, the signs indicating the operation can be given, viz:—

"Jack put 7 marbles into the box and Charlie put 3 marbles into it."

7 marbles $+$ 3 marbles are 10 marbles.

They put 10 marbles into it.

Teach the name of the sign ($+$) and write it in one corner of the blackboard with the name over it, where it can remain until all are familiar with it.

"There were 11 marbles in the box. Anna took 4. How many marbles are in it now?"

11 marbles $-$ 4 marbles are 7 marbles.

Write this sign ($-$) as you did the other and leave it where it can be seen.

Teach the signs for multiplication and division in the same way.

"Lizzie had 10 apples. She gave one-half of them to Mary."

I use the expression one-half at first, but very soon show them how to express it in figures.

They indicate the operation in this way:—

$\frac{1}{2}$ of 10 apples = 5 apples.

"I divided 10 oranges equally between John and Henry. How many did I give to John?"

They indicate the operation in this way:—

$\frac{1}{2}$ of 10 oranges = 5 oranges.

During their second year in school they indicated all the operations, using the signs $-|$, $-$, \times , \div , but about the middle of the third year I had them tell what operation was involved in the problem by writing, "add," "subtract," "multiply," or "divide," over the work, as:—

"There were 25 robins on one tree and 36 robins on another tree. How many robins were on both trees?"

Add	{	Tell me how.
		Write the answer.
25		robins.
36		"
<hr/>		
		61 robins.

There were 61 robins on both trees.

"A farmer had 72 turkeys. He sold 50 of them the day before Thanksgiving. How many had he then?"

Subtract	{	Tell me how.
		Write the answer.
72		turkeys.
50		"
<hr/>		
		22 turkeys.

He had 22 turkeys then.

"If one coat cost 3 dollars, how much will 5 coats cost?"

Multiply	{	Tell me how.
		Write the answer.
3		dollars.
5		coats.
<hr/>		
		15 dollars.

They will cost 15 dollars.

Without giving any more problems, I will just give some of the expressions they have had:—

“Write the numbers from 1 to 15.”

When I gave this for the first time I did not explain the whole expression to them. I told them that the word, “numbers,” means the same as the expression, “how many,” that it was the 1 or 3 word. As they had learned that different words have different offices it was very easy for them to understand.

Explaining only this one word I let them try.

All through these lessons, when I have given new problems, I have not showed them how at first, but if after a trial they fail, then I show them.

“Write the following in figures and signs. Six plus five equals how many?”

“Write the numbers from 40 to 50 in a column:—

more than——

less than——”

“What number added to itself equals 12?”

“A lady spent 25 cents and had 25 cents left. How much had she at first?”

I think I have given enough illustrations to show the method used. If I have not made it clear on any point, perhaps I can do so by answering questions.

I have kept a record of the work given the class the third year, to which you may refer if you wish.

Perhaps no one in the class could do all this work perfectly; but my aim has not been merely to get the answer, but to develop their reasoning powers and make them self-reliant.

The Convention took a recess of thirty minutes for the purpose of having a photograph made.

After the recess the paper just read was discussed as follows:—

A MEMBER:—“I would like to ask if the pupils studied these lessons?”

MISS JOHNSTON:—“No, sir, it was all done in class when I

was present with them. The latter part of the third year I give multiplication, embracing carrying the tens, but not till I know they thoroughly understand all they have had previous."

A MEMBER:—"I would like to ask if Miss Johnston takes a class through the first year, and then turns it over to some one else and takes another class?"

Miss J.:—"I have had the class I now have two years. This is my third year."

A MEMBER:—"I would like to ask what signs you use for multiplication and division?"

Miss J.:—"I use the word "times" for multiplication, and and "divided by" for division."

A MEMBER:—"I would like to ask if you use fractions the first year?"

Miss J.:—"Yes, sir," fractions or parts of whole numbers."

A MEMBER:—"I would like to ask Miss Johnston to show us how she would teach the pupil to add one-half."

Miss J.:—"Very easily. I am sorry that I have not some children and objects so that I could show you, but perhaps I can explain. I make a mark on an object, separating it into two parts; then I show them how to draw a straight line, dividing it again. If I had an apple I would divide it, and then show them that this was one-half, and that was one-half. The children will see that one is just the same as the other."

A MEMBER:—"If the number was as high as twelve or sixteen, could they have divided it?"

Miss J.:—"Yes, sir."

A MEMBER:—"What is the age of the pupils?"

Miss J.:—"They run from nine to twelve; possibly some are a little older than that."

CHAIRMAN:—"Mr. Thompson, whose paper comes next, is not here, but his paper is and will now be read by Miss Katharine D. Partridge, of Frederick, Md."

ARTICULATION WORK IN ADVANCED CLASSES.

BY EDWIN STANLEY THOMPSON. A. M.,
Mt. Airy, Philadelphia, Pa.

When I first entered upon the work of teaching the deaf, a lady who had been for many years a very successful teacher asked me if I ever wasted any time in trying to teach accent and emphasis. Inferring from the tone of her question that any such attempts would be worse than useless, I did nothing in that line for over five years.

During my year at Northampton I became convinced that it was possible to teach the deaf accent and emphasis, and during my first year at Mt. Airy, two years ago, I began in a small way to see what I could do.

During the past year I have had charge of the articulation work in the four highest classes and I have endeavored to make my pupils read and speak like hearing people, teaching them to phrase and clause, and to emphasize the important words.

I will now describe, with some attention to detail, what has been done in my four classes during the past year.

I began with a careful examination upon elements and combinations, as given on the Northampton charts. All defects were noted and made the basis of individual work. These examinations were repeated every two weeks and improvements noted. This was the principal work during the first half of the year. It was interspersed with lists of words containing given vowel sounds, written by the pupils, to test the pupils' knowledge of the various spellings of the different sounds. Lists of words containing difficult consonant combinations were written by the teacher and pronounced by the pupils. The method of dividing and accenting words for pronunciation was taught, and practice given in marking and pronouncing words.

In order to see if my pupils could pronounce the ordinary words of daily speech, I had them read a great deal aloud, especially during the last half of the year.

This reading was of two distinct kinds. The first consisted of drill and practice upon a selection, usually a poem, until it was read as nearly perfect as possible. Each line, or couplet, was worked over carefully before the next was undertaken. Every mispronounced word and every defective sound was corrected; the words were grouped in phrases and clauses; the accents of the line and the emphasis for bringing out the meaning were noted. At very rare intervals these latter points were marked upon the words themselves written on the wall-slates; they were usually impressed by means of beats on the air or on the pupil's shoulder. This will be described more in detail when the second form of reading is taken up.

After each pupil had been drilled upon the line, or couplet, it was read in concert by the whole class. Then the next was studied in the same way until the whole poem had been mastered. It was not customary to take more than four lines at one lesson of an hour and a quarter, and each pupil received six or seven minutes of individual attention, the rest of the time being given to class work.

The concert recitation of these poems was conducted, very much as one would conduct an orchestra or a chorus, by the beats of a baton, marking accents, long and short syllables, and pauses for sense and punctuation.

The poems treated in this way were, "A Psalm of Life," "America," "The Charge of the Light Brigade," "The Bugle Song," "Nearer my God to Thee" and "Home Sweet Home." There were also a few prose selections. "The Twenty-third Psalm," and extracts from famous orations—passages like that beginning, "Sink or swim, live or die, survive or perish, I give my hand and heart to this vote!"

"The Charge of the Light Brigade" and "The Bugle Song" were given to disprove the oft-repeated statement that the deaf cannot modulate their voices. Many a visitor has been startled by the sudden outburst of

"Forward, the Light Brigade!
Charge for the guns!"

and then came the "he said" in the ordinary narrative tone. The "dying, dying, dying" of "The Bugle Song" was given with three degrees of intensity, the last scarcely audible.

We all know what a severe test it is to give a deaf child a book or paper and tell him to read, and expect to understand what he says, if the subject matter is unfamiliar. He may be able to give every sound and combination perfectly and to pronounce every word correctly, but there is something about his reading which makes it impossible or, at least, difficult for us to understand him. The reason why we have this difficulty in understanding him is because of the faulty manner in which the words are joined together and the general lack of emphasis, every word and syllable being given with equal force. This fault is by no means characteristic of the deaf, but is noticeable in the reading of hearing people who are not accustomed to reading aloud.

It was to overcome this difficulty that the second form of reading, referred to above, was employed. All reading of this second class was done at sight. The selections chosen contained but few words with which the pupils were not familiar, so but little effort had to be expended in mere pronunciation; the main thing was to group the words properly and to give the proper emphasis. My hand rested lightly on the pupil's shoulder and by taps and pressures of the fingers, the meaning of which was quickly grasped, although never explained, I directed the accent and pauses. Clauses and phrases were indicated by quick series of taps, the accented syllables by slight pressures and the pauses by prolonged pressures. It is rather difficult to make clear, by words only, just what I did; if I could illustrate my meaning with some of my pupils it would be plain.

This assistance of taps and pressures was gradually discontinued as the pupils showed an ability to go on without it; during the last weeks of the year it was seldom employed, except in a few difficult passages.

The examinations at the close of the year included passages of over eight hundred words, selected from such works as Drummond's "Addresses," Lady Brassey's "Round the World

in the Yacht Sun-beam," and Bryce's "Holy Roman Empire." These were read at sight with excellent expression.

This reading drill had an effect upon the every-day speech of the pupils. I often noticed that, as they spoke, they grouped their words in clauses and phrases and employed proper emphasis.

I feel well repaid for the time I spent during the past year in trying to teach accent and emphasis to my pupils, and I shall go back to my work in September with renewed vigor, and strive for even better results.

DR. GILLETT:—"The exhibition that I saw of Mr. Thompson's work was admirable. He had succeeded in bringing his class to a high degree of perfection in articulation, and had almost reached the perfection reached in the common schools. They spoke in tones so distinct that they could be understood by any one. There were about twelve in each class. For the entertainment of Dr. Melville Bell and Mr. John Hitz, he brought three classes together, making about thirty-six in the company. He certainly has attained a great degree of perfection in this concert work." "The Psalm of Life" and "The Charge of the Light Brigade" were recited with much accuracy and precision.

CHAIRMAN:—"If there is no further discussion on this paper, we will go on to the next, which is the 'Work of the Wisconsin Phonological Institute,' represented by Hon. R. C. Spencer."

MR. SPENCER:—"Ladies and Gentlemen of the Oral Section of the Convention:—I have the honor to represent the Wisconsin Phonological Institute to promote the teaching of speech to the deaf. I am not an instructor of the deaf, but am here by invitation from the Chairman of this Section, and am accompanied by five teachers, six pupils and one graduate, representing the Wisconsin system of public day-schools for the deaf, to show the work of these schools in the education of the deaf by the pure oral or German method.

"We arrived too late to hear the address of the Chairman of the Executive Committee of the Convention, which I have

since read. Observing that it denominates persons occupying my position in relation to the education of the deaf as "promoters," "outsiders" and "non-professionals," not entitled to recognition by a body of professional educators of the deaf, I appear before you, embarrassed by the feeling that my presence on this platform is not consistent with the official and authoritative sentiment of the Convention. If a mistake has been made in placing me on the programme, I beg to assure you that it is not my fault. I therefore do not feel at liberty to proceed unless it be the wish of this body, an expression of whose sentiment I will await."

MR. RAY:—"To remove any doubt from the mind of the gentleman regarding our wishes, I move that this Section assure him that we are glad to see him here, and knowing what he has done to promote the teaching of speech to the deaf, that the Chairman be instructed to inform him that we are not only willing, but shall be pleased to hear him."

The motion was unanimously carried, and the Chairman extended to Mr. Spencer the assurances of the Section of their wish that he should proceed.

WORK OF THE WISCONSIN PHONOLOGICAL INSTITUTE AND THE WISCONSIN PUBLIC DAY-SCHOOLS FOR THE DEAF.

BY R. C. SPENCER.
President Wisconsin Phonological Institute.

Mr. Chairman, Ladies and Gentlemen:—I thank you heartily for the courtesy which you have so unanimously extended to me. I am happy to stand in your presence, assured of your kindly hospitality and recognition.

The Wisconsin Phonological Institute, for which I speak, is a philanthropic organization, composed mostly of benevolent and intelligent German-American citizens of the city of Milwaukee, who were familiar in their native country with

the pure oral, or German method of educating the deaf, which is there exclusively adopted. Becoming aware of the backwardness of Wisconsin, and of America generally, in regard to teaching the deaf speech and by speech, and knowing the serious objections to the prevalent system of teaching the deaf signs and by signs, and of the inadequacy of the manual alphabet and writing to the needs of the deaf, the Wisconsin Phonological Institute at once directed its earnest efforts to propagating and spreading a knowledge of the pure oral, or German method of educating the deaf, which discards both signs and the manual alphabet. It fostered in Milwaukee a small boarding and day-school for oral instruction, in which, at first, the German language only was used. After a short time the English language was exclusively adopted in the school. Although serving to some extent to illustrate the pure oral method, the instruction was so unsatisfactory that the Institute withdrew its patronage from the school and established a model oral day-school, under the instruction of Prof. Paul Binner, whose work along that line, during the past fifteen years, has proven eminently successful. This model day-school proved a valuable object lesson to the school board, teachers and citizens of Milwaukee, and to members of the Legislature and progressive friends of education throughout the State. An intelligent public sentiment, which began to exert a strong influence, was thus created in favor both of the method and of day-schools.

The Wisconsin School for the Deaf, at Delavan, at this time, was becoming so crowded that an early enlargement seemed necessary, unless other provision were made. The Phonological Institute saw and utilized the opportunity. They were encouraged by the message of Gov. Jeremiah M. Rusk, and in 1885 they secured the passage of a law providing for the establishment in incorporated cities and villages of public day-schools for the deaf, with State aid limited to one hundred dollars per capita, which has been increased to one hundred and twenty-five dollars per capita. The provisions of the law are such that formal application must be made by the local authorities to the State Superintendent and State Board of

Control for authority to establish such schools. No State aid is given unless the schools are taught by teachers of approved qualifications, to be ascertained by the State Superintendent. The Phonological Institute early saw that the success of this movement was dependent on an adequate supply of specially trained and skillful teachers, adapted to the peculiar character of the work. The Institute voluntarily pledged itself to provide for the training of such teachers, and to see that a sufficient number were each year trained to supply the demand. For this purpose the Institute established, and maintained, at its own expense, a Normal Department, at the head of which it placed Prof. Paul Binner. Immediately after the passage of the law, in 1885, for the establishment of public day-schools, the Milwaukee school-board adopted into the public school system of the city the model day-school for the deaf, which had been established by the Institute. By agreement between the Milwaukee school-board and the Institute, it was arranged that Prof. Paul Binner should act as Principal both of the public day-school and of the Normal Department of the Institute. It was also agreed that the Normal students should have the benefit of the public day-school for observation and practice, in consideration of which they were to give their assistance in the day-school. This arrangement proved advantageous both to the city and to the Institute, in the training of teachers free of charge, and in the work of the day-school. It soon became evident that successful teachers of the deaf should first have been successful teachers of hearing children, with special aptitude and fondness for the work of educating the deaf. Accordingly the Normal Department of the Institute made special effort to induce such teachers to take its training. The Normal Department has, during the past twelve years, trained some thirty-five teachers, who have come from the East, the West, the South and Canadian Provinces, most of whom have proven exceptionally efficient and successful. A considerable number of these graduates of the Institute are employed in the public day-schools for the deaf in the several cities and villages of Wisconsin in which such schools are established. Quite a

number of the graduates are employed in the oral departments of the various State institutions.

In view of the special qualifications required and the exacting and exhausting character of the work, the Milwaukee school-board fixed the salaries of teachers of the deaf at one hundred dollars per annum more than teachers of the hearing, and reduced their time of daily-service from six hours to five. The Milwaukee public day-school for the deaf is a full graded school of eight grades, with the same course of studies as in schools for the hearing.

For the deaf the time required to complete the course is about two years more than in schools for the hearing, owing to the fact that much time is necessarily devoted to the development of speech. The Milwaukee school for the deaf has an enrollment of fifty-three pupils, under the instruction of a principal and seven class teachers, thus receiving a very large amount of individual instruction, which is necessary to successful oral teaching; indeed, the smaller the classes the better.

The Wisconsin Phonological Institute has published and circulated quite extensively a number of pamphlets relating to the oral method and day-schools. It also engaged the services of Prof. Paul Binner to prepare for the use of teachers a complete manual on the oral method, which he began and completed several years ago. The publication of the manual was delayed for want of a publisher. About the time that a strong effort was being made for its publication, the work of Prof. Arnold, of England, appeared, covering substantially the same ground. It appears that Professors Binner and Arnold, each without the knowledge of the other, had written similarly on the same subject. Prof. Binner's manuscript, however, embraces some important points not contained in Prof. Arnold's work. Binner's Chart of Vocal Gymnastics, for voice development and culture both in the deaf and the hearing, and the manual accompanying the same, published by the Phonological Institute, were gratuitously distributed to all the institutions and schools for the deaf throughout the country, and to the city and county

superintendents of schools in Wisconsin. This chart and manual will be mailed, postpaid, to any address on receipt of one dollar, upon application to C. D. Howard, Western Transit Co., Milwaukee, Wis.

The Phonological Institute has, during the past seventeen years, collected from its members and expended for the advancement of its objects, including the maintenance of the model day-school, the Normal Department, the publication of pamphlets, etc., the sending of Prof. Binner to Europe, in assisting the establishment of day-schools, and in furthering legislation, the sum of twenty thousand dollars. The work of the Institute is now so far advanced and thoroughly established in Wisconsin as to insure its complete success.

PUBLIC DAY-SCHOOLS FOR THE DEAF.*

The law enacted by the Legislature of Wisconsin, providing for a system of public day-schools for the deaf with limited State aid, was passed in 1885. The legislative committee on education, in considering the bill, invited Dr. Alexander Graham Bell to present his views in relation to it. Dr. Bell accepted the invitation and came from Washington for this express purpose. His discussion of the subject before the committee embraced the results of his exhaustive, scientific researches and presented an unanswerable argument in favor of day-schools and the oral method. He declared that he saw in the provisions of the bill a most important new departure in the education of the deaf, full of the greatest promise for the improvement of their condition, the betterment of society and advantage to the State. On his departure from the State capital, Dr. Bell placed in the hands of each member of the Legislature a printed copy of an open letter, very fully setting forth his views and recommendations as to the various interests—educational, domestic, social and economic—affected by the proposed law. This letter is recognized as a document of

*The inception and establishment of these schools has already been outlined under the work of the Wisconsin Phonological Institute.

the highest authority in relation to day-schools and the oral method. It undoubtedly had great weight with the Legislature, and Dr. Bell is entitled to much credit and honor for the influence which he exerted in securing the passage of the law, under the provisions of which the Wisconsin system of public day-schools for the deaf is being developed and extended.

The first of these schools was established in Milwaukee, and became a part of the public school system, of the city in 1885. The city erected for its accommodation, at a cost of about \$4,000, an addition of six rooms to one of the public school buildings. The children come from all parts of the city and, after school, return to their homes, where they have all the comforts and privileges of home care, parental affection and association with hearing people which their more fortunate hearing brothers and sisters enjoy. Milwaukee has a population of 250,000, covering a wide area, and is supplied with electric street cars, which are used by deaf children attending the day-school. The deaf and hearing children in the same building mingle together on the play-grounds and cannot be distinguished. The attendance of the deaf pupils in the Milwaukee school is as regular as hearing pupils, although they go greater distances.

The second public day-school for the deaf was established in 1887, in the city of La Crosse, 25,000 population, and has an attendance of eight pupils, with one teacher. The third was established in Wausau, population about 12,000, and has ten pupils and two teachers. It occupies pleasant rooms in a large, fine, new school building for hearing children, with whom the deaf children freely associate and are encouraged to speak and read the lips. The fourth was opened in Manitowoc, population about 12,000, and has eight pupils and one teacher. The fifth school was opened in Sheboygan, population 20,000, and has five pupils and one teacher.

I hold in my hand a very interesting letter from Prof. J. E. Riordan, principal of the Sheboygan public high school, giving his views and sentiments regarding the oral method and public day-schools, based on his observation of the Sheboygan day-school for deaf. Prof. Riordan is recognized as

one of the leading educators of Wisconsin, whose opinions are entitled to more than ordinary consideration. As the time is so limited I will not read Prof. Riordan's communication, but ask that it be printed in the proceedings.*

In addition to the five public day-schools for the deaf which I have mentioned, four more will be opened in September—one at Eau Claire, population 20,000, one at Marinette, population 15,000, one at Oshkosh, population 20,000, and one at Fon du Lac, population 16,000.

Several more schools will probably be opened next year. These new schools will all be under the instruction of graduates of the Normal Department of the Phonological Institute, all of whom have been successful teachers of hearing children.

The school at Oshkosh is especially desired by President George S. Albee, of the State Normal School, as an object lesson for his students in relation to articulation teaching and in dealing with children whose hearing or articulation, or both, are more or less defective, and who are found in many schools for the hearing.

The teachers of the public day-schools for the deaf in the cities and villages of Wisconsin are all more or less missionaries, who seek out and bring in the deaf children, and enlist the interest of parents, friends and the community in the school and its work. Around some of these schools associations of parents have been formed, who meet with the teachers to discuss matters relating to the home training and welfare of their deaf children.

From the statements which I have made it is, I think, apparent that the Wisconsin system of public day-schools for the deaf meets more perfectly the needs of the deaf than any other existing provision or any that can be devised. It not only obviates the necessity of violating home ties and affections by moving children to institutions, thus dwarfing the filial sentiments, but it keeps the child in normal relations to the associations and conditions of the life which he is to live,

*On motion of Mr. Ray it was so ordered.—See Appendix.

thus promoting his efficiency and value as a member of the community and enhancing his happiness.

Permit me to mention another thing that is of some moment in favor of these schools scattered throughout the State. There are in almost every community adults who lose their hearing and need to learn lip reading, which they can do from the teachers of these schools. Without such advantages they would be compelled to resort to the irksome method of writing, as few persons have any knowledge of the sign language or the manual alphabet.

As the inquiry may arise, I will say that in the Milwaukee public school for the deaf few of the pupils complete the course and graduate, but the proportion is about the same as in hearing schools.

It is a general cause of regret that parents are inclined to remove their children from school at a too early age. This is true alike of the deaf and hearing. The experience of the Milwaukee school is that the children generally leave at the end of the sixth grade to go to work.

In this connection the question may be asked if children leaving at this point in their course get sufficient speech to enable them to make use of it. I am informed by Prof. Binner that they do,

The Milwaukee school has graduated one class of five, two girls and three boys. One of the girls successfully pursued the full course in the Spencerian Business College, occupying a year, since which she has been in charge of the books and counting room of a large blank-book manufactory and is competent to do everything but attend to the telephone, a duty which is assigned to her assistant.

This young lady, Miss Helen Seelmann, is quite a remarkable lip reader. In her drills in the business college she was required, in a large class of hearing students, to take from the lips of the teacher and write down and foot and extend figures representing large numbers. She rarely made a mistake, although keeping her eyes steadily on her teacher's lips and writing down the numbers without scarcely looking at her paper. Only when the number looked like some other

number did she err. As for example where seventy cents occurred she wrote seventeen, the numbers looking so nearly alike on the lips that they cannot be distinguished.

The other young lady graduate is Miss Hypathia Boyd, who is here and will shortly address you. After graduating from the school for the deaf, Miss Boyd graduated from the public high school in the same classes with hearing pupils and, in September, will enter the University of Wisconsin. She labors under the disadvantage of partial facial paralysis that affects both her articulation and her sight, but her Scotch grit enables her to overcome all difficulties. If Miss Boyd graduates from the University, she will probably be the first deaf person who has achieved such an undertaking and will be entitled to high honors, and will afford a most encouraging example to others in her condition.

One of the young men graduates learned the upholstery trade and is now carrying on business in that line quite extensively. Another has become an engraver and is doing well. For the other young man I got a position in the *Evening Wisconsin* office, to learn the printer's trade, which he followed for some two years. Finding that it disagreed with his health, and wishing to change his occupation, we got him a place in a blank-book manufactory, to learn embossing. This position he left, claiming that it hurt his back. After remaining for a time unemployed he went to the State School for the Deaf, at Delavan, where he spent a year, which, he informs me, was time thrown away. He derived no benefit because he was much further advanced than the highest classes in the school, all of which were taught by signs. He informs me that he spent much of his time evenings helping his classmate, whose knowledge of language was very poor. He also informs me that he feels himself quite as competent to teach in the State School, at Delavan, as are the teachers and professors. Regarding the advantages for oral instruction in the State School for the Deaf, at Delavan, he informs me that while the teachers are competent and faithful, they are seriously handicapped in their work by the association between the sign-taught and the oral pupils. He expressed the opinion

that oral teaching cannot be successful under such conditions, which accords with the general experience and the most enlightened opinion on this subject. I regret to say that in my recent interviews with this young man, who has learned signs and the manual alphabet at the State School, at Delavan, that his speech and his lip-reading have materially deteriorated and that he seems to be losing his power of association with hearing and speaking people, greatly to the injury of his prospects. Had he inclined to do so, he might, on graduating from the public day-school for the deaf, have entered the public high school, with his class-mate, Miss Boyd, or have pursued a business course as did Miss Seelmann. He is now, however, without occupation, and feels somewhat discouraged on account of the position in which he finds himself. In my judgment, the young man was very much flattered during his stay at the State School, and has been injured in his prospects by learning the sign language and neglecting his speech and by the consequent tendency to associate with deaf-mutes.

I have observed the regretful tone in which President Gallaudet, of the National College, intimates that the schools for the deaf do not send their graduates to that institution.

DR. GALLAUDET: (interrupting)—“The oral schools.”

I thank the Doctor for the correction. It is, I think, obvious that pure oral day-schools, like those in Wisconsin, cannot be expected to recommend their graduates to attend the Gallaudet College, for the reason that its instruction is given in signs and the manual alphabet. The oral day-schools of Wisconsin advise their graduates to enter the public high schools with hearing children, and to keep themselves in the most constant and intimate association with hearing and speaking people, in order that they may lift themselves as much as possible above the misfortune of deafness. In saying this I do not wish to cast any reflection upon Doctor Gallaudet, or the institution which bears the revered name of his distinguished father. I hope I appreciate the great services which our honored friend, Doctor Gallaudet, and the institution over which he presides have rendered to the education of the deaf, and I sincerely regret that the methods of his institution are such that the

oral schools of Wisconsin cannot consistently give it their sanction and support.

DR. GALLAUDET:—"If Mr. Spencer will allow me, I will cite an instance which causes us to think that they are not willing that their pupils should enter the College. I have recent information of a young man, a pupil from the public day-school, who had graduated several years ago and could then have entered the College, but he was not informed of its existence during his school life, and later felt very bitterly towards his teacher that he did not tell him of the College. He afterwards said that the teachers did not want pupils to know of the College. I say this because I have every reason to suppose that he was telling the truth and would have taken the College course if he had known of it, and he was very sorry that he did not understand the sign language. I think this attitude of oral teachers is to be regretted."

MR. SPENCER:—"I am acquainted with the young man of whom Dr. Gallaudet speaks. It may be true, that had he known of the Gallaudet College when he graduated from the day-school for the deaf, he would have entered it, but I can confidently assure you that there was no intention to keep him in ignorance of the College and its advantages. Prof. Binner, Principal of the Milwaukee Public Day-School, from which this young man graduated, is a conscientious, high-minded gentleman, incapable of such narrowness and meanness as has been attributed to him. It is, however, probable that had Prof. Binner thought to mention the College and the young man had inclined to attend it, he, Prof. Binner, would have advised him differently, for reasons which I have already stated. The young man in question is one of the five graduates of the Milwaukee day school of whom I have already spoken. It is he who went to the Wisconsin State School for the Deaf, at Delavan, with unsatisfactory result. It is quite probable that, while there, some professor, possibly a graduate of the Gallaudet College who is in correspondence with Doctor Gallaudet, operated on the mind of the young man and led him

to believe that he had been wronged by his teacher in the day-school by not telling him about the Gallaudet College. It is also possible that this professor has not correctly quoted the language of the young man, and has misrepresented him. While I fully agree that the National College should be made known to any who may possibly be interested, I may again remind the Doctor that, so far as the oral day-schools of Wisconsin are concerned, they cannot consistently and reasonably be expected to recommend it to their graduates. Some four or five years ago I had the pleasure of visiting the Gallaudet College and was present at a recitation in economics conducted by the Doctor in person, entirely by signs and the manual alphabet. At the close of the recitation I found that several of the young men had speech, which they did not use. What right, then, has the Doctor to complain that oral schools do not send their pupils to the College?"

DOCTOR GALLAUDET:—"I must be allowed to say that we have a standing offer, and have repeated it, that orally taught pupils shall have that kind of instruction in the College if they desire it. There is no reason why a pupil should lose his power of speech on coming to the College."

MR. SPENCER:—"Doctor Gallaudet, in his public utterances, has taken occasion to especially deplore the movement in Wisconsin for public day-schools for the deaf. I beg to assure the distinguished gentleman that these day-schools are accomplishing a vast amount of good, not otherwise possible, both for the deaf and the hearing, of which he seems to have little conception. I am confident that, if he will do us the honor to visit the schools, he will be convinced, to some extent at least, notwithstanding his prejudices, of the truth of what I claim for these schools."

DOCTOR GALLAUDET:—"I'll come."

MR. SPENCER:—"We shall claim the fulfillment of your promise."

EXERCISES BY THE WISCONSIN PUBLIC-DAY SCHOOLS
FOR THE DEAF.*

Mrs. Jennie Bright Holden, Principal of the Manitowoc day-school for the deaf, presented and explained the Binner Chart of Vocal Gymnastics, for the use of oral schools and for the hearing. She claimed for the chart superior excellence in its scientific arrangement, comprehensiveness and conciseness.

Mrs. Holden introduced a pupil of whom she said: "This little boy was made deaf at about the age of nine months. He has been in school less than two years. He is taught in a class of five pupils. I have in my school nine pupils, whom I teach five hours. This boy, having lost his hearing at so early an age, before having learned to speak, is practically the same as if he had been born deaf. We teach our pupils, first, to speak, and then, to write. We use no signs and do not know the manual alphabet. Our children use few motions, such only as are natural to hearing persons. Our pupils communicate with each other by speaking and reading the lips. We are not allowed to give religious instruction, as ours is a State school from which, by constitutional provision and the decision of the Supreme Court, all religious instruction must be excluded. None of our pupils have completed their education in hearing schools. Our school being but two years old, none of our pupils have, as yet, graduated, but some of them will do so in due time and will then enter high schools for hearing children."

Mrs. Holden gave her pupil exercises, to show his powers of speech, lip-reading and understanding of language.

WAUSAU PUBLIC DAY-SCHOOL.

Miss Margaret M. Sullivan, Principal of the Wausau public day-school for the deaf, introduced a young boy who performed

*Our stenographer made no report of the exercises of the Wisconsin Schools, and the account here given was furnished by Mr. R. C. Spencer, of Milwaukee.—*Secretary*.

number work upon the blackboard accurately and neatly. Numerous questions were asked Miss Sullivan, by various persons in different parts of the house, upon a variety of points, which were somewhat confusing, as most of them were irrelevant to the subject which she had in hand.

MILWAUKEE PUBLIC DAY-SCHOOL.

This school was represented by Mrs. Betty B. Spencer, a class teacher in the third grade. She introduced two boys from the third grade and two girls from the sixth grade. One of the boys was a congenital mute, and the other lost his hearing at the age of three years. Mrs. Spencer was unable to proceed with her exercises with anything like systematic order, on account of the eagerness and impetuosity of many persons in the audience in asking all sorts of questions. She, however, succeeded in showing the attainments of the congenitally mute boy in speech and in the understanding of language, proving that the opinion commonly entertained, that congenital mutes cannot successfully acquire and use spoken language, is erroneous. The two girls from the sixth grade showed their proficiency in speaking and lip-reading, and somewhat of their knowledge of the several branches of study which they were pursuing. This concluded the exhibition of the work of the three Wisconsin day-schools represented.

MR. WALKER:—"What do you do with those pupils who show no aptitude for speech and lip-reading?"

MR. SPENCER:—"There are none such. We teach all to speak and read the lips."

MR. WALKER:—"You don't know your audience." (Applause).

REMARKS OF HYPATIA BOYD.

"I am very thankful for this opportunity to help the education of the deaf, for I am very anxious that more of my unfor-

tunate friends should enjoy the advantages and blessings that God has kindly granted to me. I do not expect that all of you will agree in what I am about to say, but I trust that some of you will believe me. What I have to say is from my own experience.

"I believe that the pure oral method and the day-school system of educating the deaf are by far the best.

"I am a pupil and disciple of Paul Binner. He gave me the priceless boon of articulate speech, and but for this method of instruction I could not have entered the high school in Milwaukee, with hearing children, from which I graduated last month. The high school was a very paradise to me.

"Dr. Gallaudet kindly wrote me and invited me to enter the College at Washington, but I desire to finish my education among hearing people; therefore, I will enter the State University, at Madison, Wisconsin, next September.

"I have much to be thankful for myself, but earnestly wish that more of the deaf might have the advantages I am enjoying. We orally taught deaf feel that we are greatly blessed in being able to converse in spoken language with our dear fathers, mothers, brothers, sisters and friends, and, best of all, to be treated as equals with the hearing and speaking people. With one voice we all arise and say:—

"'God grant that this good work of oral teaching for the deaf may go on successfully through the ages, and that the promoters thereof may be blessed and honored.'

"In conclusion, I wish to say that I am very happy in the friendships I have formed among you."

DR. BELL:—"I am sure that the teachers of the oral method present have been very much pleased and interested in the work of the Wisconsin public day-schools for the deaf. It is a pleasure to me to find that such oral work is done in the West, and I am glad that they have brought these teachers and pupils here to show us what they are accomplishing, and I wish to express my appreciation of the work."

It being a national holiday, the Convention adjourned at noon to meet again at nine o'clock, Friday morning.

During the afternoon most of the delegates took advantage of the kind invitation of Dr. Burr, to visit the Oak Grove Sanitarium.

In the evening an exhibition of fire-works was given, commemorative of the day and in honor to the Convention. These were quite attractive and were contributed by the citizens of Flint.

Following the fire-works a reception was held, and music and dancing indulged in.

Fourth Day.

Friday, July 5th, 1895.

Morning Session.

The Convention was called to order by President Connor, and opened with prayer by Rev. Frank Read. The minutes of preceding session were read and approved.

Mr. Gordon, for the Business Committee, reported the programme then in the hands of the members.

MR. DOBYNS:—"Mr. President, We are coming to a very important matter, and I move that a special Committee of Fifteen be appointed, to whom shall be given the work of drafting a Constitution for this Convention."

The motion was seconded.

A MEMBER:—"When shall this Committee report?"

MR. DOBYNS:—"At the business meeting this evening. I would suggest that the Chairman be allowed some little time in the appointing of this Committee, as it is an important matter, and we want to select the best men for it."

The motion was put before the house and carried.

MR. DOBYNS:—"Mr. Chairman, I would like to present a draft of a Constitution and have it referred to the Committee."

MR. WALKER:—"The draft of a Constitution, prepared by the Executive Committee, was laid on the table, and I move that we take it from the table and refer it to the Committee."

The motion was seconded and carried.

MR. LARSON:—"It has always been customary to have a Committee on Necrology, but this seems to have been omitted. I move that a Committee of three be appointed for that purpose."

MR. WALKER:—"I second the motion."

The motion was carried and the Chairman appointed Messrs. Lars M. Larson, D. C. Dudley and Frank B. Yates a Committee on Necrology.

Mr. Chas. W. Ely was called to the chair and the programme of the Normal Section taken up; the first paper being "Primary Language," by F. W. Booth, Mt. Airy, Penn.

PRIMARY LANGUAGE.

BY F. W. BOOTH, B. A.
Mt. Airy, Penn.

Primary language is all language, as it includes all the forms and constructions of the English sentence. In the first years of instruction the foundation is laid and the framework is erected, and, if this work is properly done, advanced teaching is merely filling in with vocabulary and giving practice in the use of forms acquired.

The methods employed in the Pennsylvania Institution in primary language teaching have been given in the publications of the profession so recently that it is unnecessary for me here to review them. I have only two points—two essentials, as we believe, to the success of our methods—to which I shall refer to-day. The first relates to the manner of using the "five-column (five-slate) system." Many, in using the "column system," overlook or fail to use to the full of its value, a feature that we have come to consider vital. This point or feature is the primary or first use of *things* at the slates (columns) instead of names. In an action involving several persons or things, the pupil first places each person or thing at the slate on which the name is later to be written. Thus, the "subject" person or thing, the "direct object" person or thing, and the "indirect object" person or thing are conceived of as such and placed respectively at the first, third, and fifth slates, before a word of the sentence is written,

in some cases even before the names of the objects so placed have been taught. This, in practice, is found of greatest assistance, for it establishes the framework and the order of the sentence and leaves only the words to be supplied, which is comparatively a very easy task. The interest that the pupils manifest in the placing of the objects in proper place and relationship is always great, and it leads to and develops a quick and accurate power of discrimination, resulting finally in a power to construct sentences of any degree of complexity, apparently with as little difficulty as hearing children experience in like work. There may be such a thing as a grammatical relationship of things—a logical relationship of things, the basis of the grammatical relationship of words. There is nothing more primary, nothing simpler than the observance by the pupil of the relationships of things, to suggest to him relationships of words, enabling him to construct sentences logically and for the most part correctly. Away back in the beginning of thought and language it was undoubtedly the relationships of things that suggested the relationships of ideas and words, hence the system is a natural one that begins at this primary stage.

To illustrate this placing of objects at the slates, I will perform an action. I will put this box of crayons on a chair. Now, a pupil seeing this action performed would, before writing the sentence describing it, proceed to place *me*, *the box of crayons* and *the chair* at the slates—me at the first slate, the box of crayons at the third slate, and the chair on the fifth slate. This done, the next step would be to write the sentence, and it would appear on the slates thus:—

Mr. Booth	put	a box of crayons	on	a chair.
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It will be observed that the columns individualize the elements of the sentence and emphasize them to the eye much as our manner and arts of speech individualize the elements and emphasize them to the ear. They afford a system of sight rules or laws that are, in practice, of the greatest aid to

correct composition. To a deaf child a sentence looks right or wrong, just as to us who hear it sounds right or wrong; for him sight-rules take the place of the sound-rules used by us, for the most part, unconsciously. In speaking, we emphasize the principal elements of a sentence, and by pauses and inflections individualize phrases and clauses, and this is of the greatest aid to understanding. In using the columns, we individualize and emphasize in the same way to the eye, and to the same helpful extent.

The second point upon which we lay emphasis in the practice of our language methods is that we, from the earliest possible beginning, use language to convey thought. It is not enough that language should be presented in the school-room as fitting thought, or even as expressing thought; it must actually convey thought from one mind to another. The teacher using language must tell the pupil something that he does not know; likewise, the pupil using language must tell the teacher something that she does not know. This is the primary utility of language and, in the last analysis, its only utility. It is of the utmost importance that the child in the beginning shall assume a proper mental attitude toward language, and too much care can not be taken to this end; the primary impulse and purpose must be, in reading a sentence, to get a thought, and in writing a sentence, to give a thought. There is great danger in our primary teaching of leading the pupil to consider language only as an end, studying it as words and sentences to be remembered for some future use. This results in a total misconception of the nature of language and its purpose, a misconception that in many cases subsequent teaching cannot correct. In the cases of very dull children there is no other way of teaching language except thus through its immediate and personal utility in gaining or giving thought. It is a higher art, and it requires a greater degree of skill in the teacher, thus actually to use language while teaching it, but it is an art and skill that any teacher may exercise, and will exercise, who has herself a proper conception of language and its true nature and purpose. It has been said that the highest art is that which conceals

itself. In teaching language to the deaf this highest art is attained to when the teacher's purpose to teach language is hidden in her use of it for its purpose to give or to get thought. By using language to teach other things, we incidentally teach language itself, and in the very best way, because the most natural way. In order to secure the right mind-attitude toward language, and the right mind-action in its use, right impulses must be given and right purposes must be developed from the start, for to give wrong impulses and purposes in the beginning increases subsequent difficulties many fold. Even the feeble-minded learn language through its natural use in communicating thought. It may well be doubted if they could learn it at all through lessons and exercises of the school-room, even with all the advantages that hearing affords.

A MEMBER:—"There are children here; we want to see this illustrated. We will give the time."

MR. BOOTH:—"I would rather have them in arithmetic than language, as then I would be more familiar with them."

A MEMBER:—"Bring them in."

MR. B.:—"I think it would take too much time; I do not think it would be advisable to take so much time from others."

A MEMBER:—"How would you put this sentence:—'Mr. Booth came home yesterday?'"

MR. B.:—"He will have learned the order and will put it down this way (wrote sentence). He has learned where to put it."

A MEMBER:—"I would like to ask Mr. Booth where he would put the word home?"

MR. B.:—"On the fifth slate, in answer to the question where?"

A MEMBER:—"Do you ever use a sixth column?"

MR. B.:—"Sometimes."

A MEMBER:—"What is the difference between 'He came home,' and 'He came to the house?'"

MR. B.:—"There is no difference."

A MEMBER:—"Would you write them just the same?"

MR. B.:—"Yes, sir."

A MEMBER:—"Does the child learn the order so that he can write any sentence?"

MR. B.:—"I think he does. I think we ought to be more careful to teach the meaning and inflection of the words, as these children sometimes get them confused in their minds, and use the wrong words in talking, because they do not thoroughly understand the words."

DR. BELL:—"I think Mr. Booth has mentioned an important point in the teaching of language. I think he is right in saying that the children use the words sometimes without regard to emphasis or inflection. We thought the English of our Bible was good, and think so yet, but here is an instance, 'And they found Mary and Joseph and the babe lying in a manger.' The impression given was that they were all in the manger. Still another, 'And He said, Saddle me the ass, and they saddled *him*.' I think we ought to be very particular in this matter, as it is important, and we do not want our pupils to be making such mistakes as these."

CHAIRMAN:—"This is a very interesting subject, but we have a full programme this morning, and will be compelled to pass on."

A MEMBER:—"I would like to ask if Mr. Booth signs, or writes in communicating with his pupils in the class-room?"

MR. BOOTH:—"We use no signs. We use writing and the manual alphabet for all purposes of communication."

CHAIRMAN:—"We will now listen to a paper by Prof. D. C. Dudley, of Colorado."

LANGUAGE.

BY PROF. D. C. DUDLEY,
Superintendent Colorado School for the Deaf.

If a vote should be taken here to-day as to values of subjects taught in our schools for the deaf, I am sure that

language would stand pre-eminent. We all feel as did Mr. Bartlett, that *to teach the deaf language is to educate them, and to educate them is to teach them language.*

While we are so far agreed, the methods of arriving at the end sought are almost as numerous as the individuals who have given the matter attention. Each gives emphasis to some particular method, believing that while others are working out the problem differently, his is *the* method which promises the best results.

Now, while I like to have a teacher firm in his conviction and zealous in pushing his theories, and while I realize that one method is best to one teacher and another to another, still I think none of us should refuse to consider carefully the plans of others and, if we find anything good to adopt, to use it, even though we cannot claim to have been its originator. I know that doctors sometimes would prefer to have a man die than to see him recover under the treatment of a competitor, but no such spirit should actuate the teachers of the deaf, whose ambition to shine should be suppressed the moment it conflicts with the best interests of those they would teach.

In regard to primary language teaching, there is, I think, less difference of opinion than in respect to what is best for advanced classes. Reviewing the articles on language in our periodicals, it would seem that, in the opinion of teachers, after the first few years language would take care of itself, so little has been written that pertains to the subject after the fifth year.

Though the gap between the peculiar methods of teaching the deaf and those in use with hearing children should become constantly narrower as the years roll by, I am convinced that the time hardly ever comes, in the ten or twelve years that our pupils remain with us, when we may ignore their deafness and proceed as in ordinary cases.

I know that in most schools the advanced pupils have so many different studies crowding upon them after, say, the sixth year, that little, if any, time may be devoted to systematic language study; and yet I am convinced that more may be accomplished toward perfecting the language of our pupils

during one of these last years, by careful painstaking work, than at any other period of their education.

To one who is afraid of the use of signs the diagnosis of a pupil's mental condition is, I should say, a difficult task. It will not do to assume that he knows what he has been taught, but some way must be devised to measure accurately the amount of language he has appropriated.

Of course, this may be determined approximately by requiring compositions upon given subjects. And yet, even here the pupil may deceive his teacher by confining his composition to such phraseology as he is master of, and studiously avoiding that in which he might reveal his ignorance.

To one who, like myself, sees nothing in signs but a valuable ally, the diagnosis is easy. All you have to do in that case is to persist for a few months in requiring the translation of stories from signs into English, and to carefully preserve the errors, and you will know exactly where to put in the most effective work. I know that in some quarters translating stories is considered a trifle behind the times, but if any teacher doubts its utility, let him try it on his smart pupils and he will doubtless find that they know far less than he imagined.

I think that many of our pupils get very indistinct ideas of the meaning of words, and especially idioms, and if we fail to test them, they will finish their education without that mastery of language which will put them in position to enjoy reading.

Here are some of the errors culled from stories written by pupils in classes which had been six to eight years under instruction:—

Joined, meaning Was a member of.

Catch, meaning Arrest.

Paid for helping, meaning Paid to help.

Hardly, meaning Hard.

Collecting subscribers, meaning Getting subscribers.

Hand, meaning Handled.

Displeased, meaning Unwilling.

He got the water, meaning He got some of the water.

Why did the ugly flowers become yellow? meaning Why did the flowers become yellow and ugly?

Funny, meaning Strange.

Carry, meaning Bring.

Heard one coming, meaning Heard that one was coming.

Valuable, meaning Worthy of.

Compose, meaning Comprise.

Unhealthy, meaning Unhealthful.

Interested, meaning Interesting.

All of the men did not hold up their hands, meaning None of the men held up their hands.

Tried to look for, meaning Tried to find.

I like to fly, meaning I would like to fly.

He was willing to, meaning He would like to.

Now, these are but samples of hundreds that appeared, and it needs no argument to prove that such errors require correction, and that no excellence in composition may be expected until more discrimination is possible on the part of the pupil. But in order to correct these false ideas of our pupils we must first find out just where they are weak. The doctor first diagnoses his case and then gives appropriate medicine, and so must we.

Another point where we may improve the language of our advanced pupils is in requiring a reading lesson every day, as a regular school-room exercise. It is not enough to urge the pupil to read and provide him books. Don't imagine that because a pupil glances through a book and gets some idea of its contents that he is reading. The test of reading capacity should be the power of the pupil to get a distinct mental picture from every individual sentence. That this is not the case may be inferred from the fact that pupils throw aside the most interesting books as *dry*, but sit for hours entranced when the self same books are translated into signs.

The reason that so many of our graduates do not read is because they *cannot*. Once give them the power of comprehension in reading and instead of having to force them to begin, we shall have to force them to stop.

In reading, however, as in everything else, we learn to do by doing, and I think even old teachers are sometimes surprised, when they put their pupils to the test, to find how much they need the exercise.

A bright girl in my class was signing her history lesson. She came to the expression, "repair to the church," and never having seen "repair" in any other sense than "to restore," she ignored the little particle, "to," and translated it, "mended the church."

Another girl translated "A man of means" into "A man of intentions," and the image that the expression, "hang around the door" conveyed, was a person with part of his body on one side of the door and part on the other.

I cite these instances to show the need of requiring the pupil to give his version of what he reads, so that his deficiencies may be supplied. Teachers may do this in one of two ways: They may require a translation into equivalent language, which is best, if possible, or, failing in that, they may demand a translation into the sign language. If I can translate a German sentence into another German sentence, thus proving my comprehension, I am doing the best kind of work. But if by means of my meagre acquaintance with the German idioms I cannot do this, the next best thing is to translate it into English. So with the deaf. If they can use English to translate English, so much the better; if not, recourse should be had to their mother tongue, the sign language.

I will now read you a story translation, by one of our advanced pupils, which I took only about three minutes to tell and she only a few minutes to write. I give it to you exactly as she wrote it:—

"Once upon a time there was a certain preacher living. I don't know his name, but I suppose it should be Rev. Jones. He was a very hospitable man and often invited his friends to dine with him. Once he invited twelve preachers to dine with him. His hospitality increased his debt rapidly.

"One morning, before going to church, he told his man-servant to go to the meat market to get a large turkey, as there would be a large dinner at his home.

"Then he went to church and preached about Peter. In the middle of his sermon he was very earnest and excited. He asked the listeners some questions about Peter.

"The butcher to whom he sent his man-servant was Peter,

The preacher asked the people what Peter said. As soon as he asked the question, his man-servant appeared in the church and, thinking that his master asked him about Peter, the butcher, said in reply, "Peter said he would not sell you the turkey unless you paid your debt."

The following questions and answers, written on the spur of the moment and presented with absolutely no correction, will show that the pupil, a girl seventeen years old and under instruction by the combined method eight years, has a good stock of ideas and quite respectable language. Considering the fact that all the work of our schools is but foundation work, I should prefer to turn out pupils with a large stock of ideas and somewhat inferior language, rather than to send them out absolutely perfect within a very narrow range and knowing nothing beyond that.

"What is the benefit of having churches?"

"Churches attract the attention of the people and thus increase the spreading of Christianity. They improve society. One thing more. Churches are somewhat like delineators. They give out the fashion of dresses and hats. Every Sunday the ladies go to church to hear the sermon and also to see the fashion of the others' dresses and then, returning home, they make new dresses like those which they see in the church."

"Why should people of wealth be willing to support the public schools?"

"Because they want the children to be well educated. By their education the government would be better and stronger. The government would be worthless under uneducated people."

"What do you think of immigration?"

"I think immigration ought not to be allowed in this country, as the people who come here are generally working-men of low characters and have bad examples upon the Americans. Also, they sometimes trouble the country."

"Are you glad or sorry that Japan captured China?"

"I am glad, because Japan, which is a civilized country, may have good examples on China and may improve it."

"Why is Colorado a good place for residence?"

"Because it has a dry climate and has a beautiful scenery of mountains. It is noted for its health resort."

"Do you think U. S. senators should be elected by the people or the legislature?"

"I think U. S. senators should be elected by the people, because the number of the people is much larger than that of the legislature, so their votes are better. They have lived with their senators long enough to know what kinds of brains or characters the senators are."

"Who are the most unfortunate, the deaf or the blind?"

"The blind, of course, are the most unfortunate, because I am deaf."

CHAIRMAN:—"We will now listen to a paper by Mr. J. S. Long, of Wisconsin."

GRAMMAR.

PROF. J. S. LONG,
Wisconsin School for the Deaf, Delavan.

Some do not favor the teaching of technical grammar, thinking that, as it is not essential to the successful teaching of language, the time given to it might better be devoted wholly to language. With these I do not agree. We teach grammar to show the relation of words, their properties and the rules governing their proper combination. And I think no one will deny that, as an aid both in construction and elucidation, the value of grammar is great, if it is not indispensable. And when we come to the upper classes, it makes the correction of false syntax much easier for the teacher and clearer to the pupils, if they study grammar.

But there is another view of grammar, that is not generally taken. I refer to its utility as a mental discipline. I believe that it is equal to arithmetic in this respect, and if

considered from this standpoint alone, it were worthy a place in our course.

Now, as to how to teach grammar. I might say, in a general way, to get a good text-book and follow it. With this as a guide (not a god) the teacher must use his own ingenuity and devices to present the subject in an interesting and clear manner.

In the five slate system exemplified by Mr. Booth and in Mr. McKee's method just shown, and, in fact, by any one's method who uses signs or symbols, a certain knowledge of the parts of speech is acquired. One soon learns the relation one word has with another, and their mutual dependence. But by and by, the time comes when it is desirable to take the pupil farther and show him the science of our language. Then we begin grammar as a separate study.

Before they have seen any definition or even the text-book (which at first must necessarily be of the most elementary kind) give them a talk on words. Call their attention to the similarity of arrangement in all the sentences. Tell them how every sentence must have a "name-word" and an "action-word" and that these have words or phrases to describe, explain, or connect them. How every sentence may be divided into two parts; what is thought about and what is said about it.

Now, on one slate write on the top, "name-words" and on another, "action-words," and ask the class to give you examples to put under each head. Give them examples and ask them to which class they belong. Under the list of "name-words," write, "a noun is a name-word," or some other simple definition. Under the other list write, "a verb is an action-word." Drill the class on this exercise. The object of taking two parts of speech here at first is to contrast them and impress them particularly as the two more important classes. Take up the other parts of speech, one by one, in a similar manner. Do not give definitions to memorize first. First give them the explanation. Let them grasp the idea and let the definition apparently evolve of itself.

Having gone through with the parts of speech, return and take up their sub-divisions and properties. The same gen-

eral plan pursued above, with necessary modifications or additions, will be found successful. Drill the class in choosing, from a lot given together, the proper nouns and verbs to go together; or nouns and adjectives, verbs and adverbs, and so on. Leave blanks to be filled, sometimes by a given part of speech and again leave this for the pupil to determine. Have them classify the words in a geography or other lesson. Let the drilling be both synthetic and analytic. Many devices will be found in the book; others will suggest themselves and must be invented to meet the requirements of a class or individual.

Bring out the pupils' knowledge by questions. When you come to parsing, spend much time on it. Do not give them formulas or rules. Use questions, something like this: "What part of speech is that word? Why do you call it a noun? Is it common or proper? Why do you say it is a common noun? Does this noun denote a male or female, neither or both? Then what gender do you say it is of? Does it signify one or more? Then tell me what number it is. Is it a subject or an object and how is it used? Give the case then," Give the questions one at a time. Let them vary. In a short time the pupils will be able to proceed without questions and formulas and will think more independently.

After the above method has been pursued and the pupil is well grounded in parsing, analysis will follow easily. I use diagrams, beginning them as early as possible. They present the parts of a sentence in all their grammatical relations and in a very simple and lucid manner. They will be found helpful in parsing, but particularly useful in analysis. Correct the diagrams before you allow the pupil to proceed to parse or analyze. There are several of these systems, but I prefer that of Reed and Kellog. A horizontal line is divided about midway. On the left is placed the subject and on the right the predicate, immediately on the line are the simple subject and simple predicate with the object, predicate nominative or predicate adjective. Time and space prevent me from giving a detailed account of the method. One or two illustrations will show the general plan. A full exposition of the method

will be found in "Higher Lessons in English" by Reed and Kellog.

CHAIRMAN:—"This paper is now open for discussion."

In reply to a question by Mr. Harris, of Georgia, Mr Long said:—

"Mr. Harris evidently misunderstands me. I was talking about teaching grammar, not about language. I do not teach grammar for language nor in place of it. I teach both in their proper time and place. Grammar is one thing and language is another."

F. D. CLARKE:—"I was brought up under the iron rule of Lindley Murray, and followed him in everything with scrupulous care. But when I began to teach the deaf, I began to doubt, and as the years rolled by and my experience ripened, it gradually dawned on me, that we teachers of the deaf owe to the great grammarian a debt—an enormous debt—of ingratitude. We cannot follow the set rules of formal grammar in teaching primary language, and yet we need some guide—some map—to lead our children through the mazes of language.

"Teachers, generally and for a long time, have felt this need, and different systems of symbols and diagrams have been devised, or have grown up to supply this need." President Barnard, of Columbia College, when a teacher of the deaf, invented one system, afterwards improved and perfected by Dr. I. L. Peet, of New York, and still I believe used in that most excellent school. Mr. Wing invented another, used in the Minnesota School. Mr Long has another, and Mr. Booth and the Pennsylvania School use the 'Five Slate System.'

"Some of our Michigan teachers use the Reed and Kellog system with good results.

"The system given in Miss Sweet's books seems to me much better than any other. Invented by Professor Storrs, the outcome of actual work in the school-room with deaf children, it has stood the test of time. A diagram, made according to it, is really and truly a map of the sentence diagrammed. Every time

a deaf child sees one, he knows that each part has a meaning, and that the most prominent part of the diagram is the most important part of the sentence. It lends itself readily to the great use of the diagram in showing that a string of words, which to the child seem to be a perfect sentence, is lacking in some important parts; and though simple enough to be used with beginners, is still capable of use in work that we should only expect from college students. Unlike many other systems, we do not have to lay it aside, after a few years.

"Lastly, we have it in print, with simple directions for its use, in the text books that we use with our beginners. The time that this saves is, to my mind, sufficient reason why it should be used, even if there were not many others."

CHAIRMAN:—"If there is no further discussion on this paper we will take up the next on the programme, which is by Mr. Bright of Missouri."

COMPOSITION TAUGHT BY THE USE OF OBJECT CARDS.

BY S. C. BRIGHT,
Missouri School for the Deaf, Fulton.

No argument is needed to convince an audience, composed of teachers of the deaf, of the importance of having some form of composition writing on the schedule of daily work in the class-room. The subject on which I shall speak is "Composition Taught by the Use of Object Cards." The method contains nothing that is new or original, and I presume that either this or something similar is employed in many of our schools.

What I shall have to say applies to intermediate grades—pupils who have passed through four or five years of drilling in sentence writing in primary grades, and are beginning to branch out in general work, preparatory to taking up grammar text books as a language study.

The first point to be considered in teaching composition

writing is to give the pupils something to write about, and to present the subject in such an attractive way that the class may, by a little directing on the part of the teacher, be able to take hold of it and put all the facts in simple language, connected in its natural and logical order.

The object cards to which I refer are simply the ordinary lesson cards, such as may be found in almost any school, with the object exhibited in connection with the subject to be explained and learned. The design of these object cards is to impart knowledge in a plain and suggestive manner to the child. The use that I would make of these object lessons is not only to give this knowledge in this most natural way, but also to use the knowledge and facts so furnished as matter or material for language exercise in composition work. Let us suppose our subject is "Cotton." On a card displayed before the class, and arranged in order, is the cotton plant in its natural state; then the products of this plant (the raw staple and the seed,) and following these, samples of the various uses to which these two products are applied, the name accompanying each article so exhibited. I have seen several forms of these object lessons. One is a series of printed lessons, with the objects on cards, and covering the most important subjects in the mineral, vegetable and animal kingdoms; but the best I have ever seen for the purpose were those collected and arranged by the teacher to suit his own taste.

The method of using these lesson-cards should be governed by the capabilities of these pupils. If the class is composed of pupils, whose ability to write connected language is limited, the teacher might divide the subject in its natural order, give a full explanation of each division, and suggest the thought and order to be followed by writing out topical questions, which, when answered in completion, would form a connected discourse. . But this is altogether mechanical and should not be indulged in to any great extent. The better way would be to indicate on the blackboard the order to be followed, give the pupils all the facts on each of these divisions, and let them depend more upon themselves for what to say and how to

express their ideas. If the subject was "Cotton," you might divide it in this order:—

1. The nature and appearance of cotton growing.
2. The products and their value.
3. The uses made of the staple.
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Under each of these divisions, a full explanation should be given, either by spelling or in signs, (and I would much prefer the former.)

Some may ask, what disposition is made of these exercises? My plan is, when they have been fully written out and corrected, to have the pupils copy them in a composition book, to be preserved for future reference and review.

Now, as I said in the outset, the principal thing to be considered is to give your pupils something to write about and to study about, to present the subject in an attractive way, and while they are all the time learning new words and terms, and gaining knowledge, all of which is of great value to them, they are also receiving a valuable exercise in language. Give them, as it were, food that not only satisfies the craving appetite, but which contains the elements necessary to give strength and vigor to the body. It is not a new method. It is only a simple device that has been tried for the purpose of imparting knowledge, infusing interest into the class—for acquiring attention and securing diligent work.

The physician, who had exhausted every remedy in the way of pouring medicine down the throat of the patient, without effecting a cure, finally succeeded in interesting the subject of his care in natural history and in the study of botany and mineralogy, and while the patient was going about over the hills and mountains, collecting a new specimen here and a rare gem there, in satisfying his cravings, he was getting what was of vastly greater importance to his existence, and that was strength of muscle and body.

May the same spirit animate us in our work.

Following Mr. Bright's paper the Convention adjourned to meet again at two o'clock in the afternoon.

Afternoon Session.

The Convention was called to order at 2 p. m., by President Connor.

DR. BELL:—"Mr. Chairman, I wish to make a few remarks in regard to a paper that was read here the other day."

MR. F. D. CLARKE:—"Mr. Chairman, I move that Dr. Bell be accorded the privilege of speaking to the Convention on this subject."

A MEMBER:—"I second the motion."

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The motion carried.

CHAIRMAN:—"Dr. Bell will please take the platform."

DR. BELL*:—"Mr. Chairman, I was not present when Dr. Gallaudet read his paper on Wednesday morning, but by the courtesy of Dr. Gallaudet I have been allowed to read it since. I must say that I am grieved, that Dr. Gallaudet could have entertained such sentiments or given utterance to such

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INDUSTRIAL TRAINING IN SCHOOLS FOR THE DEAF.

BY JOHN W. SWILER,
Superintendent Wisconsin School for the Deaf, Delavan.

It has occurred to me in introducing this important subject, that there is a peculiar fitness in bringing it before the Convention at this time, and in this place, the Michigan School for the Deaf, which has produced, for many years, beautiful and elaborate specimens of industrial art.

It is known in the profession that the cabinet shop of this school leads in its department, and it has long maintained a prominence which no other similiar shop has secured. While this is eminently true of the cabinet shop, it may be said that its printing and shoemaking, with its industrial work for girls, are also brought to a high state of development. It is also known that Superintendent Clarke is one of the most earnest advocates of technical instruction in the industrial arts; so it comes about that, for the first time in the history of our conventions, industrial art is to have a full half day, and an opportunity to show what it has already accomplished.

Directors and managers of schools for the deaf have no more important interests in charge than those involved in determining the course of study, the moral and manual training, and the physical development which such schools are bound to provide. Much in every way depends upon the apportionment of work and study. It will not do to let all else give way to class work, nor is it best to give the choicest part of the day to the shops. Well laid plans for each successive step in the course in letters, need to be correlated to definite outlines in manual instruction.

As long as the best teaching ability available is sought for the recitation room, let us apply equal skill and the most complete technical knowledge to the work room.

Knowledge of each special subject taught, with tact and adaptability for teaching it, are essential qualifications, and no teacher should be accepted without them. The teacher's fitness for the work, whether it be in the class-room or in the shop, should be the first consideration; and the cultivated force will be most efficient, if guided along a fixed course of study or work in outline, so that both teacher and students may know what they are accomplishing. This, of course, implies the use of good tools, suitable rooms, and all needed appliances.

Public schools are now alive to the importance of manual training, many of them are providing it as a part of their regular course. Worcester, Mass., St. Louis, Cleveland, Boston, Chicago, Detroit, Springfield, Mass., and many other cities and towns are leading in this direction. The crowds of young men, who are totally unprepared for any sort of skilled labor, excite our sympathy, and cause alarm as we think of their utter helplessness in the labor market. They show how much boys need to have their time and force controlled and directed early in life, when they are acquiring, or missing, the knowledge and skill essential to success. Since this is so true of other young men, it is especially true of the deaf, who have their own peculiar disadvantages in addition to those common to all. Those of you who associate with, or teach the deaf know that after years of the most exhaustive labor, both language and speech remain imperfect. The conquests of the deaf in letters must always be difficult and uncertain; their rhetorical victories are worthy of the highest praise; but the chances of securing a clear, concise style are so rare that few deaf people are distinguished in that way. In speech, their utterances are still more difficult and uncertain; but when manual skill and dexterity are taken into account, then they enter a realm in which they reach the highest attainments.

Though deafness may impair the speech, it does not interfere with the freest action; and in all industrial pursuits, in the arts, trades and sciences, the deaf man is—and ought to know he is—as good as any other man. With this thought in mind, schools for the deaf, which have long been teaching language

and speech, and at the same time giving instruction in trades, are of late applying increased time and attention to more complete instruction in the mechanical arts, as the most promising field for greater usefulness.

Years ago, it was noted that schools for the deaf led in the best methods of primary instruction, and so they do still. Having of necessity to begin at the beginning, the importance of foundation work is realized. The methods of our schools in primary work have been extensively copied by the public schools, whose teachers have found valuable object lessons in a study of our work. Since the deaf need special instruction in domestic and industrial art, and are so capable of the highest attainments, schools for the deaf early recognized the value of suitable instruction and set about providing it in the most practical way. Long before the public schools of the country had manual training, schools for the deaf had provided it for their pupils. But the times have changed; machines now do the work, heads direct them, hands control their movements. The young men and women who now get the best places must be quick of perception and ready to act, dexterous of movement and keen to perceive the full requirements of the work.

In full consideration of the peculiar conditions surrounding our pupils, we need to arrange a course of instruction, which shall not alone teach what to do, but how to do it. Any teacher may tell a student what should be done, but to show them how it is done, and to give the practice in doing it necessary to a full acquaintance with the subject, is quite another thing. It will not do any longer to discipline the mind in early youth and leave the hands untrained; rather, reverse the order, and cultivate the sight and touch first. Discipline the fingers and exercise the body; and then, later, that mental awakening will come, at a time when the skill already acquired may be applied to the best purpose. The kindergarten starts the manual course; its exercises employ motion, form, size, color and number, to cultivate perception. With form, size, weight, texture and vibration, it trains the touch. Every new object, and its use, is a wonder and joy.

It is the most interesting place in the school, and its pupils, the happiest and most interested of all. After this, comes the intermediate era in school life, in which a knowledge of the unseen is brought out by numbers, geography, history, etc.; that is, numbers in the abstract, a description of places beyond the horizon, and an account of persons and things not present. Along with this comes the knife work of the manual training school, which makes use of the child's whittling propensity, and encourages and directs the efforts of the little girl who thinks that she can sew.

This is better than that the boys should do nothing but chores till they are fourteen years old, or that the girls, who must be housekeepers some day, should be kept in ignorance of its most important details, until it is too late to learn. The use of the gauge, square, mallet and chisel follow the knife; and, after that, carving, turning, forging, drawing and modeling. In the domestic arts; sewing, patching, darning, and all sorts of needle work, with cooking, baking, sweeping, and the care of the furniture, and starching, folding and ironing clothes, occupy the girls.

What more worthy purposes can we have to fit our boys and girls for excellence in those arts which adorn the home and make its charm more attractive? What better can we do than to instruct them in those pursuits which provide the essential elements of a home and keep it supplied with warmth and comfort; its inmates, with clothes and food.

Peace and plenty go together; industrial skill and energy secures them. When it is asked, what more may be done for the industrial education of the deaf? I would say, much every way.

First: begin earlier; apply the energy of the little child in doing or making something. Nothing else gives so much genuine pleasure, to old or young, as the conscious ability to make something. If this faculty is well developed, it must be done in youth. That person who must learn to work when well advanced in life, finds it a hard job, and if brought into close competition with those who were brought up to it, will probably come out second best.

Second: furnish better instructors for the shops and training schools, if we go to the ends of the earth for teachers. Why make the old village shoemaker, or an ordinary carpenter, master of the shop, just because he happens to live in the town nearest the school. Manual training on a scientific basis, which is the only safe foundation, succeeds best when the teacher is really a master of his art. The common manual school graduate is not usually competent to instruct any more than the average high school graduate is fit to teach.

But an advanced student of technology will be able to lay out, direct, and lead in a systematic course of training; the wider his experience of the quality and properties of substances, the better he will succeed.

Some one must know what to do, when and how to do it, or we will not secure satisfactory results from our trade schools, or from manual training. We are apt to be satisfied with too little, and do not expect enough from the time spent in industrial pursuits. It is an eminently practical work, and every step in the process should make its track.

Third: We must apply more system to the industrial departments of our schools. One thing, or one class of work, should always be well done before the pupil is passed to the next grade; and each grade should supplement the work of the preceding.

The course laid down by the Chicago Manual Training School requires three years for its completion. The first year is devoted to wood working; turning and joinery, in alternation, for two hours a day, occupy each half year. Students work at double benches, which are models of compactness and neatness. Each student has a set task every day, and the more rapid workmen have an opportunity to do extra work. In some schools, in the wood working department they alternate turning and joinery every ten days during the year. The course of bench work, including joinery, cabinet work, and pattern-making, fills up a year. The SECOND YEAR, forging and filing, drawing, bending and shaping are followed by other forms of work in iron. The THIRD YEAR, machine shop work, with engine lath work, casting and finishing, fill up the term.

With this there is, in the best schools, an hour a day during the entire course given to drawing. Free-hand, mechanical, perspective, architectural and machine drawing follow in the order named. The educational value of drawing is pretty well known, but it is not so well known that the essence of all true knowledge lies in some form of work, or original investigation that brings the student close to the elementary forms of nature.

Boys of eight or ten years of age may take manual training, beginning with the knife work provided for the lower grades, which also includes the use of gauge and square; after this, the third, fourth, fifth and sixth grades, which employ the hammer, chisel and saw.

Forging, which includes hammering, drawing, bending, round and square, twisting and welding, completes the course. Cooking, sewing and laundry work engage the attention of the girls, with but little expense.

The expenses incident to cooking material in a large school, which gives three lessons a week, were but nine cents per pupil a week. The expense of the sewing class for material was about the same.

In cooking, the teacher first gives a preparatory lecture, explaining the process and properties of the substances to be used, and the students are then told to go ahead and do their best to follow instructions.

Fourth: Industrial training must have a larger portion of time; instead of one-third of the day, it would be well to assign two-fifths, or one-half of the working day, to manual instruction. If this were done, there would undoubtedly be a great change in results. In some schools where the day is divided into five periods for recitation; it is apportioned into three periods for work, or manual training; for example:—Class "A," may have physics from 8 to 8:45; bench work, 9:30 to 11; grammar, 1 to 2 p. m., and arithmetic, 2 to 3, with bench work or turning from 3 to 4:30 p. m.

It is gratifying to have reports from so many institutions, expressing interest in manual training. New Jersey, Pennsylvania, Colorado, Indiana, Illinois, Iowa and Missouri are

especially distinguished by their equipment for manual training. Without exception the schools that provide a large portion of time for manual training testify that the advancement of students in all their literary work is as rapid as though they were giving all the day to the recitation room.

Hand work stimulates the mind to clearer action, and the fact just mentioned, that students in the manual classes do not fall behind those who spend all the day over their books, proves that the hand education is also head education.

An appropriation of \$10,000.00 was made by the last Wisconsin legislature, for the purpose of establishing a manual training school in connection with its school for the deaf, other states have also received special appropriations for this purpose. All schools that have been interviewed speak well of manual training; and make special mention of horticulture. Gardening, shoemaking, wood-carving and carpentry are the most popular of their trades.

Others would extend their course by adding photography, typewriting, stereotyping, cooking and housekeeping. To my mind the success of a movement for better manual training rests more on the teacher than on all other circumstances combined. It is not proposed to substitute manual training for trade schools, the latter are just what our boys need and we cannot afford to dispense with them; but we do need the preparation which manual training gives, before the trades are undertaken, so that the pupil may be able to accomplish something in the way of constructive work at once. I would make the shops doubly useful by preparing the boys and girls for them by such careful practice in the principles and details of domestic and industrial art, that they may at once grasp the details of any trade to which they may be assigned. So we would have the Kindergarten, Manual Training and the Trades.

In all this it would not be the purpose to make the trade schools or shops self-supporting, though in some cases they will be so, and in every case contribute largely toward it. They are a part of the school and are essential to the educational scheme.

The following publications have been mentioned as especially helpful to those engaged in manual training: *Journal of Industrial Education*, Chicago; *Good Housekeeping*, Springfield, Mass.; *The New England Kitchen*, No. 7 Temple Place, Boston; *Household News*, Boston; *Table Talk*, 1113 Chestnut St., Philadelphia; *Food*, New York.

CHAIRMAN:—"We will now hear a paper by W. G. Jenkins, Superintendent New Jersey School for the Deaf."

THE EDUCATIONAL VALUE OF MANUAL TRAINING.

BY *W. G. Jenkins*,
Superintendent New Jersey School for the Deaf, Newark.

The maxim that the whole child should be sent to school applies with especial force in the case of the deaf child.

To him the teacher not only "stands in the place of the parent," but must, in great measure, supply the educating force, unconsciously perhaps, but not for that reason to less purpose, exerted on the normal child from a hundred different sources.

In developing the deaf child toward the standard of normal completeness, a high degree of importance must be attached to that part of education which may be called Manual Training, and which may be briefly defined as the training of the body to efficient service. That is, a satisfactory course of manual training should teach the body to report through its senses, quickly and accurately, to the intellect on external objects, and to perform through its muscles, quickly, accurately and efficiently, the dictates of the will. These services it should be capable of rendering continuously, through considerable periods, without excessive fatigue.

Without doubt, this training has high value in other than in its purely educational aspects. It tends to promote good

order and discipline. The work done may have some present economic value and the skill acquired may and ought to be, in many cases, the direct means of earning a livelihood in the very branches taught at school. But it must be insisted that what we, as teachers, should have primarily in view in shaping our courses of manual training, as in all other branches of our work, is the development of our pupils into complete men and women.

According to this view, it should follow that manual training is not a thing apart, shut off by a sharp line from the education of the class-room. On the contrary, it is interwoven with it at a thousand points. The play-ground, the kindergarten, the gymnasium, the workshops and the art-room are all organs of the system of manual, or if a more accurate nomenclature be desired, the system of sense and muscular training.

It is in accordance with this view, also, that manual training (to use the more convenient if less accurately descriptive term) should form a part of the child's education from the time of his first admission to school, and that a course of work, adapted to his age and strength, should be laid out to cover the whole period of his school life.

It is not my purpose to attempt at this time to outline such a course. The preparation of such a plan by a competent hand would, no doubt, be valuable service, and such a monograph would surely find means of publication. But it is the purpose of this paper to furnish hints only, as to the lines on which such a course should be laid out and as to the principles which should underlie it. The very first direction, I think, in which bodily training should proceed is in that of gymnastic exercise. To stand, to walk, to sit, to move his limbs freely and gracefully, all this is easier and more natural for the child to learn than are any of the simpler tasks (so called) involving finger-work. Nature teaches us this lesson, for the child runs and jumps and swings and throws ball long before he attempts jack-knife carving.

Sense-cultivation should begin, also, with the child's entrance into school. The eye should be trained to distinguish

numbers rapidly, then, as I think, simple color-work should be taken up, form work following.

If we analyze the impression which a visible object makes on us, I think we shall find that the first and the largest part of our thought of it is of its color.

The tactile sense may be trained, as in the ingenious course originating at the Clarke Institution, and a similar course for the sense of muscular resistance in lifting and pushing should be devised, although in its completeness this belongs to a more advanced stage.

The senses of taste and smell cover fields less accurately known than those already treated, and the few distinctions which we make in odors and savors can easily be learned in the first year.

The feeling of creative power, which is at once the valuable result of proper education, and the keen incentive to effort, may be measurably secured even in the first year. Work in clay, or preferably sand, and the common kindergarten stick-laying are adapted to this end. Paper-cutting may be begun, but I would have this work, during the first year, rather for the sake of the language which it suggests (and here is one of the points at which manual training inosculates with that of the class-room) than as an exercise for training the muscles of the pupils. A farm-house with its surroundings, a furnished room and the like, are subjects that interest and furnish subject for much comment, which, expressed in English sentences, often make better lessons than can be got from the text-book.

All this is very simple, yet, in this baby-work, we are leading up to every thing that gives value to the work of the skilled mechanic—the quick glance estimating dimension and noticing form, the educated touch which often corrects the keenest eye, the judgment which determines weight and hardness—in fact, the very elements which differentiate the artisan from the mere workman.

If the primary training indicated above is what it appears to me to be, teachers of the deaf will perceive, on examination, that it tends to cultivate the habit of accurate observation and

of close comparison, to strengthen the faculty of attention and to bring out the social feeling which unites the pupil with his mates and with his teacher in the pursuit of knowledge—all factors of the first importance in true education.

It must follow, then, *a fortiori*, that a course including drawing, form work in plastic and in rigid materials, the use of that most simple yet most wonderful of tools, the needle; printing, the most mechanical of the arts, the most artistic of the trades, gymnastics, athletic games and games of skill, or a selection from these groups, must have a high value in its effect on the bodily health and vigor, on the intellect, on the will and on the character. Even if such training gave the pupil, on graduation, no advantage in the struggle for a living, the results would still justify the labor expended.

But, in point of fact, the man who has the ability to concentrate his attention, and to keep mind and body at hard work continuously without flagging and who has the habit of working harmoniously with others, is the man who succeeds in any walk of life.

Besides this general advantage of a trained mind and body prepared to learn quickly and thoroughly whatever the hand may find to do, there may be the mastery of a specific trade acquired at school, fitting the pupil to take his place at once, on leaving school, as a journeyman. How far it is desirable to aim at this end is a question the answer to which may vary under varying conditions.

The high success attained in this and other institutions, not only in teaching trades, but in teaching boys and girls through trades, is a full justification of the course these schools have followed.

This principle, however, should never be lost sight of—that it is not the tangible *thing* that we want, but the soul that is behind the thing. Intellect, will-power, discipline, good-will, these are of the Kingdom of God, which, if we first seek all other things, shall be added unto us.

CHAIRMAN:—"The next paper is by Miss L. K. Thompson, of Ohio,

INDUSTRIAL TRAINING FOR GIRLS.

BY MISS L. K. THOMPSON,
Akron, Ohio.

The subject suggested for this paper is one which has for a few years been considered with increasing favor by those who have the interests of youth committed to them, and for whose training, in all that will make them independent, self-supporting citizens, they are responsible. Only by becoming such citizens can they contribute to the public welfare and pay the debt which every one owes, who has received an education at public expense.

At the present time industrial questions are everywhere receiving the attention of employers and employed, who are seeking for some solution of them for the further betterment of the race. The advancement of woman to her true place in the world's work has been steady though not rapid. It has been especially marked during the latter part of the nineteenth century.

Changes in laws have improved legal status, and, at the present time, she has what was long withheld, the sole control of the results of her own labor. The opening of the ordinary industrial occupations for women, in response to an imperative demand, is a new life.

Education of girls, not inferior to that provided for boys, has been demanded, and wherever the doors of the higher educational institutions have been opened to them, they have entered and proved their right to the privilege.

In 1822-3 it was decided at a public meeting in Northampton, Massachusetts, that girls should be admitted to the public schools, but the school committee ignored the law until a lawsuit compelled them to provide accommodation for them.

As early as 1846, Queens' College, in England, provided university education for women, and soon after, other institutions of learning opened their local examinations to girls,

which at first were only "granted by grace and good will." Ere long, degrees were conferred and diplomas given, and provision made for their instruction in any subject.

In 1864, a "Commission of Enquiry" was created, and after thorough investigation, reported favorably upon the importance of girls' education, and more general provision was made for it. No backward steps have been taken, and to-day what they want they can have. That their education was having a practical tendency was apparent when, through the efforts of Florence Nightingale and her coadjutors, the trim, deft-handed and white-aproned nurse took the place of the ignorant, tipling "Sairy Gamp" of Dicken's story.

Though there has been a decided change of opinion in this respect, woman's work is not yet estimated at its "face value."

In an average working family the man is usually called the "bread winner," but the woman is no less one if she is industrious and thrifty. The one who cooks, sews, and washes for the family, guards carefully its expenditures and wisely directs its economies, is as essentially a bread winner, as he who plows, and plants, or toils at his bench, and pays the bills for the family supplies. This is a working age and the problem of what we shall eat, what we shall drink and wherewithal we shall be clothed, is quite as perplexing now as in the days when the command was given to take no thought for these things. "Get leave to work. In this world 'tis the best you get at all. Get work! Get work! Be sure 'tis better than what you work to get." A critic, when he heard of the death of Mrs. Browning said, "A woman of genius, I admit, but she and her sex had better mind the kitchen."

Since women have demonstrated their ability not only to mind the kitchen, but do their share of work in the social, religious, and professional world, we can afford to be generous to such a critic, who cannot see beyond the limits of his own narrow horizon. Mrs. Hull, in her address before the Congress of women, said, "Labor is putting *thought* into *things*, gaining dominion over matter."

It is getting the average servant girl to put a little thought into *things* which affect the comfort and peace of the family,

that makes life a burden to the housekeeper of to-day. Every other field of labor is crowded but there seems no place for housework. No one wants to do it who can do anything else, so it is left to the unskillful, untidy Bridgetts, who are anything but a means of grace to those so unfortunate as to be dependent upon them. The demand for skilled labor has developed new and greater facilities by which those who desire can be fitted for whatever work is most congenial. All over the land, have sprung into existence training schools for various kinds of work.

The cooking school is perhaps the most recent, but not the least important. It is encouraging to note the increasing interest in the *art of cookery*. If it is a "fad," let us hope it is one which has come to stay.

This is a common-place subject, but we read that even before the days of Julius Caesar, cooking was regarded as one of the arts, and the chief cooks at banquets and birthday feasts were considered honored guests. Often they were persons of noble birth and could command a salary without limit.

"We may live without friends,
We may live without books,
But civilized man cannot live without cooks."

Since they are a necessity, and probably always will be while the present civilization continues, the question arises, How shall the supply be increased to meet the demand and the quality be improved? It seems to me that this branch of industrial training, now finding such favor in our public schools, is to solve the problem. That there is great need of deliverance from the improvident, unreliable dieties who preside in the kitchen, no one who has had experience with them can deny. The interest aroused in this line of work, if carried out practically, will, I think, result in an improved order of domestic service, and skilled helpers will take the places of the unskillful product of the Intelligence Office, who can do nothing well. With more intelligent, skillful domestics, I think the relations between mistress and maid will be changed. The mistress will not be so exacting and indifferent to the

welfare of the maid, nor she so utterly regardless of the interests of her employer, a "consummation devoutly to be wished." The domestic work of a home should not be considered as degrading labor, though, sugar-coat it as we will, there is a good deal of drudgery about it.

The mechanical appliances for lessening labor in the kitchen have not multiplied as in other departments of labor, and most of it has to be done in the way of our grandmothers, "by hand," yet, by putting some thought into things and planning wisely for the day's work, it may be lightened to a great degree.

Every young woman should become proficient in all branches of the culinary department. She should understand the effects of food, what will be most easily assimilated and digested, in order to preserve health. She should understand domestic economy, which, as a subject of education, includes the value of different kinds of food, its functions and preparation, the use and care of domestic utensils, the making and repairing of clothing, its washing and ironing. She may never in her life be called upon to do these things with her own hands, yet, if she knows how they *ought* to be done, she is capable of directing those who will do them for her. Pityable, indeed, is the condition of the young housekeeper when she begins to prove the prosaic reality of managing a household, if she knows nothing of these things.

There is no doubt that cooks, be they mistresses of the house or its servants, are, in a large measure, responsible for the digestion of the family. Much of our time is spent in eating, so if food is improperly prepared, it must follow that much of our life is spent in suffering from the ignorance of the cook. Many a fit of ill-temper or hasty, unkind word is directly tracable to a poorly-cooked meal. Let us hope that in the industrial schools of to-day an evolution has begun which will develop an improved condition of affairs in the kitchen, which shall pervade every department of the home.

If this industrial training, now coming into favor and provided for as a part of the regular course of instruction in our public schools, is recognized as necessary for girls who

have the advantages of some home training during their school life, how much more is it necessary for our deaf girls, all of whom begin their institution life at a very early age and receive little or no instruction at home in household matters?

If their mothers *are* good housekeepers, most of them are unable to communicate much information to them. They may, it is true, watch their mothers as they perform various household duties, but the whys and wherefores must go unexplained for lack of time and inability to communicate their ideas, and alas! many of them are so deficient themselves, they have no information to impart. Besides this, it is the mother nature to wish to shield the child from the trials and vexations she has experienced, and for the brief vacation-time she is at home, she is exempt from all participation in household duties, unless she has a taste for them and voluntarily assists. Who, then, shall give our girls industrial training, if it is not done in our institutions while they are receiving instruction in other branches not more important?

The question of what a majority of our deaf girls are going to *do* and *be* after leaving school is a serious one, and I fear that in times past many of them have gone out from the shelter of the institution, so long their home, very poorly fitted to care for themselves or resist the temptations which come to those who have no means of support. It is the aim of most, if not all, of our institutions to give each boy sufficient industrial training to enable him, after leaving school, to earn his own living. That our girls have not had much done for them in this respect, I think all must admit. It is encouraging to note that their claims to equal advantages with the boys are to be recognized, and already special industrial classes have been formed and, in a few schools, separate buildings provided for that purpose. It has always been the custom to require the girls to do more or less work in our institutions but it can hardly be said they have had much training or teaching in their work, unless it was in sewing. So far as I have observed, the idea has been to get a certain amount of work done without regard to the *how*. The obligation to return in a measure

what is expended by the state for their education by fitting themselves to be producers, and not consumers only and a tax upon the community, after leaving school, is one which cannot be too strongly urged upon the consideration of the deaf, and any work which they can do well should not be considered ignoble nor menial.

The idea that house work, which all of them can learn to do, is not degrading, should be impressed upon them.

Speaking from a brief experience in industrial work, I found that in a class of nearly forty pupils, not any of them ever expected to do domestic work as a means of earning a living. When asked what they intended to do after leaving school, most of them replied that they intended to help their mothers. That they did so, and put in practice there what they learned in school, was evident from words of commendation received from their parents, as well as from their own testimony. Even if our girls should never engage in domestic work for their own support, the ideas of economy, thrift, neatness and order learned in the industrial school will be carried into their homes, many of which are sadly in need of just these things.

There is in all our schools, I think, a class of pupils for whom instruction in art or sewing will do but little. It will never be of any practical benefit. For this class, it seems to me, domestic work *will* be practicable. There is no reason why, in spite of their deafness, if ordinarily intelligent, they should not earn their living in this way. Their quickness of observation could soon enable them to become expert at serving at table and in other household duties. The instruction, or rather practice, in domestic work received while at school does *not* fit them for such work in the home. Special instruction *would*, and in this work they can compete with the hearing.

The place of industrial work in our schools should be as prominent as that of any other department. The teachers should rank in position and pay with those in the school-rooms. The latter will find their pupils bringing to their classes, new words, new ideas, and new forms of expression gained from their work, which they will be eager to explain.

They should receive encouragement in their work from all who are interested in their progress. An occasional display of their skill in preparing and serving food will greatly stimulate them to further effort, and the results of even a year's instruction in this department will be surprising.

That there is great need for a higher standard of living in the homes of the majority of working families, from which many or most of our pupils serve, (both the hearing and deaf) any one will admit who has knowledge of them.

Though wages may be low and the struggle for daily bread never intermitted, the bread *may be good* and the meat well-cooked, if the one whose duty it is to do this has only an intelligent appreciation of its value.

Instruction in industrial work will give her this knowledge and, as a result, the tables of the working people will be more inviting, their food more healthfully prepared and better served.

Thrift and economy will take the place of reckless waste and improvidence. The penny saved will equal the penny earned, and at least a slight provision made for the proverbial rainy day which is sure to come and too often finds the thriftless wholly unprepared for it.

If industrial training for the hearing or deaf will produce such results, it will be worth all it costs. Woman has an equal if not greater interest in this than man, and perhaps the uplifting of humanity is to come in this way rather than through the ballot.

CHAIRMAN:—"The next paper is entitled, "What Manual Training Has for Our Girls" by Miss Helen K. Ohnstad of Wisconsin, and will be read by Miss Ruth Swiler, of Delavan,"

WHAT MANUAL TRAINING HAS DONE FOR OUR GIRLS.

BY HELEN S. OHNSTAD,
Wisconsin School for the Deaf, Delavan.

Steadily as women are advancing in all directions, in none are they gaining more recognition than in the arts and sciences, and nowhere do we find greater evidence of this advancement than in the fact that departments have been established in schools for the instruction of girls as well as boys in all the arts of the present day.

The schools of manual training open these fields to girls as well as boys, and the work done—the good work done by the girls—shows that they are quite as apt as the boys in acquiring the knowledge and required deftness.

Now, let us see what manual training has done for our girls.

In the reports of the National Commissioner of Education and the proceedings of the National Teachers' Association, we find practically no mention of manual training earlier than 1884; but during the past few years the growth of interest in this subject has been rapid and productive of the most widespread results.

The subject has been thoroughly considered by the foremost educators; it has demanded popular attention everywhere through the best periodicals of the land.

Intelligent philanthropists have made it possible to experiment somewhat, and the recent establishment of Pratt Institute in Brooklyn, Drexel in Philadelphia, another in St. Louis, Armour in Chicago, and a host of manual training schools, proper, aside from the public school institutions (and keeping pace with these the continued welcome to the kindergarten) indicate something of the growing conviction among the rich as well as the poor, that the old line school work has not been accomplishing all that it should in the training of our girls and boys.

Why was it that in the good old times when there was not a college on every hill-top, and a school-house in every valley, and a manual training school between, that the little school-house did its work so well? The boys had but a meagre opportunity for book-learning and the girls almost none; and yet we have had such strong educated men and mothers, of whom we are proud, in the history of the nation and the great West.

These learned from doing and observing more than from books; and because of their doing and observing actual work, were all the better able to make good use of what the books taught them.

Now conditions are greatly changed: towns have become cities, in place of the little farm that one man and his boys could care for, we see great, western fields and ranches; the little work-shop has been swallowed up by vast manufacturing establishments; parents leave the farm and send the children to better schools.

The mother's work, too, is greatly changed, and while it is as truly work as ever, it is not the spinning, weaving, knitting, baking and brewing her grandmother did so well. The school now claims the children ten months in the year, and so, to a large extent, home work for children, and even the close observation of home work, has been done away with, and it has come about that the child's education—that should be, properly, education by and through work—must be cared for by the school, or it will not be cared for at all.

Changes in school courses, potent as they have been, have not kept pace with the changes in the home and the busy world, and the ten months of term time has merely filled with book work the place left by the departed home employments.

"Now, it is because people think that they see in manual training means of repairing the loss and relieving the want by which they have been oppressed, that they have so heartily welcomed the new means of education."

When our grandparents in the little district school were first struggling with pot hooks and trammels, they did not talk of manual training; nor did we, when our teachers first helped us

to wrestle with map drawing; nor do our own pupils in many common schools where free-hand drawing, paper folding, penmanship, and map-construction enter into the every-day programme.

All of these important features of the present day curriculums are accepted as necessary, practical education, and even possibly enjoyable. In all of them, hand and eye and brain work together, and we have manual training.

There are a great many kinds of work that boys and girls like to do that are beneficial and enjoyable at the same time. Educators have endeavored to select from them a few occupations that, ordinarily, will be most helpful, that at the same time will prepare for definite usefulness at home and in business, and that will be best suited to all classes of children. If girls are to care in greater or less measure for the house and households, why should not their school training be somewhat directed toward that end? With art work, sewing and cooking make up what we please to call our girl's manual training.

On first introduction to the fact that girls are successfully taught sewing and cooking in schools, many people answer at once that these are taught at home to the great majority of children.

In every class there will be from one to a dozen children from small families and comfortable homes who know how to do needle work, and the teacher can guess at once who these are, by their neat apparel, clean hands and tidy ways.

But the crowd of little girls from the poor homes and larger families, whose homely skill is more needed, know practically nothing of the use of the needle and of other than the poorest cookery. Such children come to school without knowledge and powers of keen observation—without knowledge of what powers they have, self conscious, with awkward hands and no confidence in their ability to use their muscles, to say nothing of their brains.

In our school all the girls devote one hour each day to sewing. To each girl is furnished cloth for samplers, needle, thread, scissors, and measures. The girls are given instruction as to position, the handling of tools, methods of working, and

talks on subjects of importance or interest. For two years they do plain sewing, learning the elementary stitches on coarse samplers, and then gradually applying them to the simple and later to the more elaborate garments of finer material, which they must cut from pattern, drafted to measure by themselves. They learn to seam, hem, darn, patch, to work button-holes and do common practical home sewing. They become skillful without knowing it, and they enjoy it all.

Dressmaking easily follows this work, and the older girls learn to draft patterns and, with their teachers' aid, to make neat, healthful, comfortable dresses and underwear.

The disciplinary value of sewing is generally considered secondary to its real value; but as has been said, "If these manual occupations in school did nothing else than temporarily relieve the pupil from excessive brain work for something equally valuable, that alone would be sufficient cause to foster them."

If this work educates our pupils in a small degree, even in a way they heartily like, that is another reason for fostering it, and I have yet to see the girl, however much of a book-worm, who does not welcome the manual training hour, even when the term's work happens to be the very worst of all:—the button holes.

MR. RAY:—"Mr. Chairman, owing to the time, I move that all discussion of these papers be deferred till the end of this session. If there is time, then, we can go into the discussion.

MR. C. S. BARNES:—"Mr. Chairman, I would like to amend that, by adding, that we have a full discussion even if it is necessary to hold another session."

MR. RAY:—"I accept the amendment."

The motion as amended was carried and the Chairman called on Mr. H. G. Barnes to read his paper.

TEACHING THE PRINTING TRADE IN OUR SCHOOLS.

BY HARRY G. BARNES,
Instructor in Printing, Jacksonville, Illinois.

Some time ago, I addressed postal cards to all the superintendents of our schools, asking them for a list of names of pupils from their schools who were working at the printers' trade, or who had given it up owing to inability to make a living. I received from these gentlemen a list of less than two hundred persons, to whose addresses I sent the following questions (with a few more of less importance), which I give below with the embodiment of their answers.

1. About what was the average time you spent at job work?

One answered, one quarter of the time; another, one fifth of the time; one, four hours in five years; the remaining forty-five, no time.

2. In your straight-matter composition, were you taught book or newspaper spacing?

Five were taught both; nine, newspaper; thirty-four, no spacing at all.

3. Were you taught table-work, and while at school, did you ever "cast up" or set tables from manuscript copy?

Out of forty-eight, only one was taught this very important work.

4. Were you taught the technical names of implements necessary to the trade?

Four out of forty-eight were.

5. Were you taught the names of job-faces?

Seven were.

6. Were you taught the different sizes or bodies of type other than were in your school office?

Only one was.

7. Do you consider a knowledge of job printing necessary to a graduate, when he applies for a position?

All said, "Yes."

8. Do you consider a knowledge of straight-matter composition of any value without a knowledge of job-work?

Eight affirmative and forty negative answers.

9. Were you instructed in press work?

Fourteen were taught to feed press—none to make ready a form.

10. Can the deaf secure positions at press work?

Forty-one affirmative answers.

11. Do you think they should receive special instruction in press work and the use of machinery pertaining thereto?

Forty-seven affirmative answers.

12. Were you taught the kinds of paper, card-board, etc., and their values?

None were taught these.

13. Were you taught the value of your work?

One of the forty-eight was.

14. Were you taught the market price of your work?

Only one was.

It is my belief that should the superintendents make inquiries of the boys now in their shops, most of them would find the trade being taught in a similar manner. The primary cause of this condition is, that owing to the amount of straight-matter composition, the foremen of our shops are compelled to give nearly all their time to this one branch and render the time spent in our shops valueless.

Since the primary object of teaching the printing trade in schools for the deaf is to furnish the pupils with a means of "earning a living" after they have left school, anything which interferes with this object, or which will tend to make the pupils' acquirements valueless as a means of support, demands prompt and earnest attention.

Few of our pupils have had instruction in press work, and very rarely one has had an amount of teaching in job composition which, added to a natural "knack," has enabled him to secure employment in a job office. But for nearly all of those graduating from such offices, plain composition is the only resource they have.

The introduction of type-setting machines has thrown large numbers of the best hearing compositors out of positions and materially lessened the chances of getting employment upon straight composition. It has decreased, especially, the opportunities of the deaf graduate. The present machines are too expensive and too liable to be superseded by others to make it advisable to introduce them into the schools; and besides, they are so complicated that they cannot be entrusted to mere children learning a trade. Their operation requires a skilled and educated hand and mind. So it would seem that, as a trade intended for the future support of its learner, plain type-setting alone should be looked upon as a "back number."

Upon the domain of the "job printer," the type-setting machine has made no intrusion. The demand for skilled workmen in this branch is as large as ever, and there is nothing to indicate that it will ever die out.

Many catalogues, price-lists and the like that were formerly "set" as straight matter, are now issued with artistic effect impracticable to the machine, or to any other than a good job printer; so that while the printers' field is narrowed in one direction, by the advent of the machine, it is widened in another by an increased demand for the work of the "job hand." The advertising matter in newspapers is now also required to be set with a greater regard to taste and proportion than was once the case, and here again the job printer's field is widened.

Good pressmen are also in increasing demand. In this branch of the trade, the supply has never been equal to the requirements of the business. Poor workmen have been retained often, because good ones could not be had. I have never known a really good pressman to be long out of employment, even in dull times.

The lesson of all this is, that if our institution printing offices are to be retained as a means of giving a bread-winning trade to pupils, they *must teach job printing*—job composition and press work.

It is true that a knowledge of straight matter composition is essential to the job printer, and it should still, as a matter

of course, be taught; but teaching should not stop there, nor should it, after the first two years, occupy the greater part of the pupils' time. After those years, he should be constantly exercised in setting up jobs, first from approved reprint copy, afterwards from manuscript, that he may learn to "make his own display"—to select the proper type for each line.

Probably no use can be made of much of the type to set, but every job should be as carefully prepared, and corrected with as close attention, not only to display, but to justification, locking up, plaining down, etc., as if it were a customer's order. Then a few copies of it should be printed, with careful study of every detail of the press work, and samples preserved in a specimen-book, with the pupil's name written beneath. The pupil should also preserve samples of each job, so that when he leaves school he may carry them away as evidences of his proficiency. Many a youth who has failed in securing a situation would have succeeded, could he have shown such samples, and proved by a day's trial that he could duplicate them in quality in another office.

The institution newspaper, which now usually absorbs most of the time of the pupils in the printing office, should not be abandoned. The practice it affords in straight composition is needed, and work upon it is of great value to any deaf pupil in increasing his vocabulary and his knowledge of the use of words. The paper, too, rightly conducted, increases the interest of parents as well as pupils in the school and promotes a proper animating spirit among teachers and students. So, by all means, let it be preserved, but let it not so absorb the time of those seeking to acquire a good trade that they must leave, at the close of their school term, without having any satisfactory acquirements in the only branches of the trade now promising a comfortable support. I believe that the only way we can reach desirable results, is to either reduce the size of most of our institution papers, or in some manner relieve the foremen of our offices of part of their present duties.

CHAIRMAN:—"You have all noticed the excellent work for which the cabinet-shop of the Michigan School has long been

TEACHING THE PRINTING TRADE IN OUR SCHOOLS.

BY HARRY G. BARNES,
Instructor in Printing, Jacksonville, Illinois.

Some time ago, I addressed postal cards to all the superintendents of our schools, asking them for a list of names of pupils from their schools who were working at the printers' trade, or who had given it up owing to inability to make a living. I received from these gentlemen a list of less than two hundred persons, to whose addresses I sent the following questions (with a few more of less importance), which I give below with the embodiment of their answers.

1. About what was the average time you spent at job work?

One answered, one quarter of the time; another, one fifth of the time; one, four hours in five years; the remaining forty-five, no time.

2. In your straight-matter composition, were you taught book or newspaper spacing?

Five were taught both; nine, newspaper; thirty-four, no spacing at all.

3. Were you taught table-work, and while at school, did you ever "cast up" or set tables from manuscript copy?

Out of forty-eight, only one was taught this very important work.

4. Were you taught the technical names of implements necessary to the trade?

Four out of forty-eight were.

5. Were you taught the names of job-faces?

Seven were.

6. Were you taught the different sizes or bodies of type other than were in your school office?

Only one was.

7. Do you consider a knowledge of job printing necessary to a graduate, when he applies for a position?

All said, "Yes."

8. Do you consider a knowledge of straight-matter composition of any value without a knowledge of job-work?

Eight affirmative and forty negative answers.

9. Were you instructed in press work?

Fourteen were taught to feed press—none to make ready a form.

10. Can the deaf secure positions at press work?

Forty-one affirmative answers.

11. Do you think they should receive special instruction in press work and the use of machinery pertaining thereto?

Forty-seven affirmative answers.

12. Were you taught the kinds of paper, card-board, etc., and their values?

None were taught these.

13. Were you taught the value of your work?

One of the forty-eight was.

14. Were you taught the market price of your work?

Only one was.

It is my belief that should the superintendents make inquiries of the boys now in their shops, most of them would find the trade being taught in a similar manner. The primary cause of this condition is, that owing to the amount of straight-matter composition, the foremen of our shops are compelled to give nearly all their time to this one branch and render the time spent in our shops valueless.

Since the primary object of teaching the printing trade in schools for the deaf is to furnish the pupils with a means of "earning a living" after they have left school, anything which interferes with this object, or which will tend to make the pupils' acquirements valueless as a means of support, demands prompt and earnest attention.

Few of our pupils have had instruction in press work, and very rarely one has had an amount of teaching in job composition which, added to a natural "knack," has enabled him to secure employment in a job office. But for nearly all of those graduating from such offices, plain composition is the only resource they have.

The introduction of type-setting machines has thrown large numbers of the best hearing compositors out of positions and materially lessened the chances of getting employment upon straight composition. It has decreased, especially, the opportunities of the deaf graduate. The present machines are too expensive and too liable to be superseded by others to make it advisable to introduce them into the schools; and besides, they are so complicated that they cannot be entrusted to mere children learning a trade. Their operation requires a skilled and educated hand and mind. So it would seem that, as a trade intended for the future support of its learner, plain type-setting alone should be looked upon as a "back number."

Upon the domain of the "job printer," the type-setting machine has made no intrusion. The demand for skilled workmen in this branch is as large as ever, and there is nothing to indicate that it will ever die out.

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CHAIRMAN:—"You have all noticed the excellent work for which the cabinet-shop of the Michigan School has long been

famous. The excellence of this work is due to the careful and pains-taking instruction given by the foreman, Mr. Edwin Barton. Mr. Barton has prepared a paper giving some points in his system of teaching. Miss Hobart will read it for him."

CABINET-MAKING AS A TRADE FOR THE DEAF.

BY EDWIN BARTON,
Instructor in Cabinet-making, Flint, Michigan.

In introducing this subject I wish to draw the following comparison: There is a vast difference in the cabinet-making of to-day and that of a few years ago. Then only the rich could enjoy the possession of furniture that had an "artistic touch." The middle and poor classes were content with furniture that possessed simply the attributes of utility or convenience. Not fifty years ago, in this State, hundreds of homes were supplied with bed-steads made of poles with "woven wire" mattresses made of hemlock brush. It is different to-day; now, every home is supplied with what would then have been considered works of art. And not only is this so with beds, but with all the furniture seen in the homes of even the poorer of our laboring classes, when poverty has not overcome respectability and thrift.

This being the case, the question is answered before it is asked: Is cabinet-making a good trade to teach in the technical departments of our schools for the deaf? There is no better platform to step upon in all of our mechanical industries than that of the cabinet-maker. The nature of this work requires accuracy in everything, and if a young man is put into the shop, and is studious, some one will want his services when the days of his training have passed. Although in this age of labor-saving machinery, much work is done by mechanical devices that was formerly done by hand, still the demand for cabinet-makers has increased, and there is no reason to

believe that machinery will materially lessen the chances for employment for years to come. Especially is this true of the higher classes of furniture manufacture.

Then, too, the familiarity with the use of tools that is acquired in the cabinet-shop frequently leads to employment in other trades, even when the pupil has not been a good worker in this special line. We have several such instances in our own school.

As time is short, we will not speak much as to methods. After a boy has been familiarized with the minor details of his trade, he is put to designing. A plan of what he intends to make is given him, and he is told to carry it out. When he is able to do this, the greatest obstacle to his success is overcome. If the teacher should do this for him the ideas of detail and construction would rarely be developed, and though frequently his productions are very faulty, it does not take long, as a rule, for him to turn out articles in a workman-like manner. Of course he has constant supervision, and corrections are made, but *he* must do the work. I do not mean to be understood as saying we have all the boys make designs, but as far as practicable we work on that line. Some of my boys never do anything but lathe work from patterns. These are boys who lack the artistic taste for the better grades of work and give no promise of ever developing it. Then there are others who do nothing but carpentering. They show adaptability for this and learn to do good work, while if they were taken into the higher classes, they would leave the school very poorly equipped for their battle in life.

We find it necessary in the cabinet-shop to use, as you do in the school-room, the "Combined System." Nothing that promises good results is cast aside, and everything that can be used for our boys' advancement, *is* used.

CHAIRMAN:—"Mr. Warren Robinson, of Wisconsin, will now give us his paper on Manual Training."

HISTORY AND SCOPE OF MANUAL TRAINING.

BY WARREN ROBINSON.
Wisconsin School for the Deaf, Delavan.

Manual Training is but a realization of the dream of Montaigne, Comenius, Rousseau, Pestalozzi and Froebel, whose aim in education was the integral training of all the faculties and all the aptitudes which constitute the complete man. But to Freidrich Froebel, who fifty years ago, gave to the world the kindergarten and the principle which has been perpetuated over Europe and a large part of the United States, by means of the Swedish or Sloyd system, we are indebted for the manual training of the primary school; while to Prof. C. M. Woodward of the University of St. Louis,* who, about eighteen years ago, evolved a regular system of manual training out of the tool instruction given to the engineers in the Imperial Technical School of Moscow, we owe the manual training of the high school. This system is now prevalent throughout the country, and is know as the Russian system. So we see that manual training has grown almost simultaneously from both ends of the school curriculum. Therefore these two systems, the Swedish and the Russian, form the nucleus of the manual training movement of the century, at first sustained by private enterprise, but now being taken up by the State. They are rival systems, too, each claiming advantages over the other. The advocates of Sloyd believe that, by applying the doctrines and principles of Froebel to their full extent, they can carry their system of manual training up through the grammar school to the high school and even beyond; while the friends of the other system are making equal efforts to connect the manual training of the high school with that below, by introducing simpler exercises in wood. In 1893 both systems were on trial in the Boston grammar

*Washington University.—*Secretary.*

schools, but whatever may have been the result, we dare predict, that eventually some combination of the two will be made that will be larger and better than either alone.

The wave of this new educational, as well as industrial, reform has just struck the schools for the deaf. They have done little in the past. This year will mark an epoch in their history.

Now, what is the meaning and scope of manual training? To begin with, it is not technical education which applies to that class of professional men known to the world as engineers and others pursuing special lines of work, in which there is a highly creative blending of art and science; nor is it industrial education which simply fits the worker for some particular trade. Manual training is broader than either of these, calling into full play all the powers of body and mind, thus securing for them a training and symmetrical development possible in no other way. It begins in the kindergarten and ends with the high-school, its advancement being marked by four stages; the kindergarten, the primary, the grammar and the high school. All this ground is covered by a progressive series of manual and mechanical exercises including modelling and drawing, in conjunction with the usual or an altered course of study, "with such carefully graded demands on the powers of both mind and hand that the development of the two shall be simultaneous."

Manual training thus becomes the foundation of all industrial, or technical work, just as the courses of study in our schools are laid with a view to give the scholar the broadest and most diversified mental training which it is believed will best subserve him in his future intellectual life.

Manual training does not necessarily include scientific instruction, though in its higher courses, such as that pertaining to the high school, it brings the scholar largely in touch with it. It is rather an education in the care and skillful use of tools, and the nature of materials, and a training of the eye to accuracy and the mind to attention. It does not violate the rights of young people. It teaches no particular trade, but the mechanical principles of them all. It affords a boy or girl the

best chance to choose a trade and the best preparation for it.

Those who have given it the most attention, consider it rather as a method than as a department of education, and are laboring to incorporate it into the "traditional curriculum" of the schools rather than to bring about the creation and endowment of separate schools of which it shall be the characterizing feature. They hold that manual training not only fulfills the purpose of the old object-teaching, but, in addition to this, tends to make education creative. So far have their labors been successful, that some manual training schools have been discontinued. And right here we wish to enter an earnest protest against the heads of the industrial departments of our schools, forming any organization separate from the Teachers Association in those schools or the Convention.

"Learning a trade is like learning a dead language—useful as an accomplishment, but useless as an investment, save as it interprets a past mystery and disciplines the learner." It is not the teaching of many trades that is wanted, but their practical principles, and this is accomplished through manual training, which endows the pupil with those qualities of adaptability and availability which are worth more than skilled ability. What has been said above applies to girls as well as boys, for domestic training, such as sewing and cooking, are but another form of manual training suited to them.

In regard to the efficiency of manual training in preparing boys for their future callings in the trades, the verdict not of theorists nor sentimentalists, but of hard-headed business men is, that the manual pupil gets as much benefit in ten hours as the apprentice did under the old system in fifty hours, or, in other words, it is five times as efficient as apprenticeship.

I would now like to illustrate the idea in this paper from a course in manual training, prepared by me for Schools for the Deaf, and published in the *American Annals* for June, 1894. I trust it will give a fair idea of the progressive steps. The models here on the platform, which represent the wood turning, joinery, pattern making and casting, are from the Stout Manual Training School, at Menomonie, Wisconsin. The

drawings, which represent work in my course, were kindly made by my friend Mrs. J. C. Balis, of Belleville, Ontario.

CHAIRMAN:—"Mr. Hildebrand's paper on shoe-making will be read by Mr. N. B. McKee."

METHOD OF TEACHING SHOE-MAKING.

BY LOUIS HILDEBRAND,
Instructor in Shoe-making, Indianapolis, Indiana.

To the beginner I first teach the names of tools, and parts of a shoe or boot. I supply the pupil with a shoe and leather catalogue, which contains illustrations of tools and their names; also the cuts of the different styles of shoes. Then they are given scrap pieces of leather and learn to sew and make parts of a shoe bottom. By putting a piece of insole on the front part of last and using a scrap of upper leather, they learn to crimp a toe and then put on a piece of out-sole. When that is mastered, they are put to repair work; next, to bottoming shoes, and finally, are transferred to the cutting and fitting department.

I think, where there are no shoe factories in the vicinity, or in the State, that pupils ought to be taught only bench work, but where there are factories accessible, they should be put to learn machine work. In Indiana we have few small shoe factories, and I did not deem it profitable to teach factory work, because the pupils generally stay at home after leaving school, and they would find they could only ply their trade by bench work. But still there are a few who have a chance of securing work in factories. I see that the Michigan shoe-shop has two systems, "bench" and "factory," which is very accommodating, and I shall ask the Superintendent of the Indiana school to have the factory system introduced.

CHAIRMAN:—"We will now have a paper, by Mr. Hecker of Indiana."

LET US BE SOMETHING.

BY E. J. HECKER,*Foreman Printing Office, Indiana School for the Deaf.*

Having passed through a formative period, the work of educating the deaf seems now to have entered upon one of evolution. The old order of things is passing away. New ideas dominate the work. New departments, new methods and new appliances are receiving recognition in this august body, which stands as the expression of a singleness of purpose in hundreds of workers. What wonder, then, that our department should at last be accorded a place on the programme of this assemblage? The necessity for industrial instruction for the pupils of our schools has been known since a very early period in the history of deaf-mute education, and it has been provided in every school of importance in this country. The only wonder is that a department with so long a history and so great consequence has not received earlier attention at conventions.

We instructors of the industrial department feel that our work is of equal, if not greater, importance than that of the school-rooms. As an instructor in one of the prominent western schools has expressed it (in a private letter): "We are the people, when it comes to imparting the really practical bread and butter part of a boy's education." While neither he nor I is willing to argue that the work of the industrial department should stand alone in preparing a pupil for the duties of life; yet both are prepared to sustain the proposition which he lets to be inferred, that it could. If an allowance is necessitated by our friend's enthusiasm, it will still be granted that he is partly right. Industrial instruction does as much as the regular school work in developing the reasoning faculties and training the mind to industrious application, thus having its effect in the formation of a pupil's character. In addition, it gives him the very thing he will find most practi-

cal and most valuable when he goes forth to "fight life's battle," if I may be pardoned a quotation from the perennial graduate, who goes forth with a flourish of trumpets and bravos to his regular teacher, while the industrial instructor, unhonored and unsung, must find consolation in the knowledge that what he has taught will bring the youthful "fighter of life's battle" more dollars in a week, than all the essays he could write in a year.

The apathy with which the Convention has treated the industrial departments is indicative of the regard in which the department is held by the rank and file of officers and teachers. The department is usually organized about thus: Efforts are made to secure competent instructors, their competency being judged principally by their proficiency in their trades. They are placed in their positions and are expected to fill them by the exercise of native talent and ability. No body ever heard of industrial teachers' meetings; until this year, industrial representation was unheard of in conventions. Consideration of these facts brings one to the conclusion that if the industrial instructors are successful, it is to themselves the credit is due. If they fail, all the blame should not be laid upon them. If the teachers of the intellectual department—and I will remark in passing that the expression "intellectual department" is used merely as a means of definite classification, and with no acceptance of an imputation that within its limits is confined all the intellectuality in the profession—if the teachers of the intellectual department, as I was saying, give the subject any thought, they probably regard the shops as something entirely separate and apart from their work, and pay no further attention thereto. This condition of affairs should not exist, but I am forced into the belief that it does by a reading of the school newspapers, which reflect faithfully the tone and characteristics of the various institutions. The branches of the industrial departments are a great deal more than school-rooms, and should be so considered. There should exist an intimate relationship between the intellectual and industrial departments. As a worker in one and an observer in the other, I am thoroughly convinced that this is a fact, and that it

would result in good for both, if it were recognized and the work of both arranged, to a certain extent, on a reciprocal basis.

At this I know our "intellectual" friends will be inclined to give us a cold, unfeeling laugh of scorn. They will willingly grant that they could be of much assistance to the shop-men, if the game were worth the candle, but their question will be, "In what way can the school-room work be helped by the planing of a plank, the lasting of a brogan, or the setting of a string of type?" Then their laugh, repeated, will take on a tone indicating a complacent consciousness that our subsidence is assured, their query is unanswerable, and our presumption has been given its due reward.

But it is upon the answer to this question, or, rather, the ignorance which inspired it, that we base our plea to let us be something, and wherein we wish to show that reciprocity can exist between the work of the shops and the school-room to mutual advantage.

The greatest object of school-room work is to impart a thorough knowledge of language. Geography, history, arithmetic, natural philosophy, and all the other studies which engross the pupils' time, are used more as means to this chief end than as ends in themselves—their importance as individual studies never subordinates the one predominate object. Be the teacher ever so ingenious, so resourceful and so ambitious, the language taught will still be more or less (usually more) the stilted language of a school-room. It will be more or less hackneyed. The limitations imposed by the meager experiences of the pupils, and the bookish lives of the teachers make it so.

On the other hand, if language were taught in the shops, it would necessarily be the practical, every-day language of a worker—the language of the outside world. It will possess in the highest degree the quality of definiteness. It must be understood, or the work cannot be done according to directions. In the school-room the teacher expends as much energy in finding practical subjects to teach as he does in teaching them. Ingenious schemes and devices are used to

bring opportunities for teaching certain words, forms or sentences. Little incidents in the school or home life of a pupil are seized upon with avidity, unduly magnified and worked so threadbare that the idea becomes a flimsy gossamer, which illy supports the heavy chains of sentences which dangle from it at all points. Here let me say, go to the shops and be wise. Consider the difference. There you will find a dearth of subjects. Every tool, every block of wood, every scrap of leather, every line of type, every bit of work done, has within it the elements of a lesson in language. Teachers industriously drive into their pupils' heads sentences based upon the evident and painfully unimportant facts that "John is taller than Mary," or, "Henry did not see his sister yesterday." On the other hand, the carpenter and cabinet-maker has the useful fact to present, that a soft steel is better than hard for some tools, and can also tell why. He can tell where the different woods come from and what they cost, combining lessons in language, geography and arithmetic; and they are lessons which will be retained in the mind. The well-known principle mnemonics, which makes an association of ideas an aid to memory, is proof of that. The shoe-maker has his various grades of leather, his tools and his productions to talk about. These are mentioned merely as illustrations. Every industrial instructor has an almost unlimited number of subjects of a practical nature to teach and discuss, and it must always be done in language such as would be used by the working world in which the pupils must make their living, provided, of course, the English instead of the sign language is used.

In arithmetic the shops have the same advantage. They do not deal with hypothetical questions, starting with an "If," and ending with a "what?" Instead they deal with realities. The question is, how much lumber is required for certain work? How wide shall the columns be in a bit of tabular work? How shall cloth or leather be cut to meet the measurements? These questions will involve all the fundamental principles of arithmetic, and take in fractions and compound numbers.

With these advantages, one would suppose that a great deal in these lines is done by the industrial instructors. But is it? Though it be given with reluctance, the answer, to be truthful, must be, "No, at least not in proportion to the opportunity." The reasons are not far to seek. First, the officers of the schools do not pay sufficient attention to the qualifications of an industrial instructor in those details beyond their knowledge of mechanical execution; many instructors could not, if given the opportunity, teach the language which would be required to express the various operations. Second, if a qualified instructor is employed, he is not given the opportunity to teach as he should. From conversations with industrial instructors in this Convention, I feel I may say without qualification, that the method which prevails is this: The whole object of the industrial departments is to get things done. The departments become mere shops, glutted with work which is to be of some market value when completed, and in the completion of which true teaching is sacrificed for the sake of the work. The idea seems to prevail that the more work there is turned out, the more practice the pupils will get and the more he will learn. So far as practice is concerned, this is true, but I am positive I can be borne out by the unanimous testimony of the industrial instructors present, men who are in a position to know, that a deaf boy may be taught the various manual operations involved in any trade, and yet be absolutely ignorant of the names of the very tools he handles. This appears sufficient proof that the amount of work turned out is no criterion of the value of such work to the pupils. It also goes to show that an excess of work will militate against the complete learning of the trade.

A third reason for the failure of competent industrial instructors to teach the language of a trade is that in many instances boys are placed in shops before they have advanced far enough in school-room work to handle the language necessary.

There is a remedy for this state of affairs. The industrial instructors must be *somebody* in the estimation of their co-workers. Their position must be dignified to that of teacher,

and their work receive the same consideration that is given to any department of the school. Men must be employed who possess the double qualification of knowledge of teaching and of their trades. Theoretically, I would advocate a total revolution in the whole system of trade teaching, and the introduction of manual training. In the preparation of this paper it was originally intended to show how this work leads up to the regular trade teaching, but this same subject has been so ably covered in the papers presented by Mr. Swiler and Mr. Robinson, of Wisconsin, that it has been eliminated as unnecessary. I desire to say, however, that it meets fully an objection previously urged,—that of trade teaching to our pupils at too early an age.

I do not feel, however, that a revolution is practicable or possible, although I do feel that it should occur. The well-known necessity for bringing expenditures within the appropriations made by the biennial accumulations of ignorance on matters pertaining to the education of the deaf, our legislatures, would prevent the heads of schools doing what they most realize should be done.

But there is still another way. I would not advocate that the shops do the work of the school-rooms, nor that the school-rooms do the work of the shops, but I do say that a reciprocal relationship could be established between them.

The teachers must first discover that there is such a thing as an industrial department. Let them make an exploring expedition through the various branches. It will open their eyes and, I hope, their minds. They will discover a vast store of available material for language lessons, which will be of practical value, not only for the language they teach, but what is taught by the language.

Let the foremen of the shops prepare occasional lessons for advanced classes, which may be used in place of regular language lessons; or let them suggest ideas which may be used as a basis for such lessons by the teacher. There is nothing taught in any shop that would not be valuable to pupils of either sex, whether they be engaged in the shop or not. If they never find the knowledge useful, it will still

serve a purpose in furnishing a lesson in language out of the beaten paths of the school-room (something, I know, not always easy to get), and in adding to their stock of information. In arithmetic the abacus and the small boy's marbles rightly divide honors in the first steps; but when the classes arrive at fractions, it would be as easy to teach the divisions on a two-foot rule or a tape line as to encroach upon the food-supplies of the nation by the subdivision of raw potatoes, or exhausting the resources of art in the production of multi-colored diagrams to reveal the hitherto unsuspected fact that the half of a thing is half of it.

In the industrial department the result of such a co-operation would be surprising. The instruction would be more efficient, and accomplished more expeditiously. A greater interest in the work would be manifested by the pupils, they being stimulated by the efforts made all along the line to improve their knowledge of the trades and language. The industrial instructors, besides doing work, would be more appreciated.

When the importance of correct teaching is realized, the tendency will be to lose sight of the money-making capacity of the shops, and the instructor will be given more time to teach, not only the names of the tools and objects in use, but the language which would be used in connection with the various operations. Here is wherein the industrial instructor must show the qualifications of a teacher. He should have a thorough knowledge of the method of language teaching in vogue in his school, and follow it.

With better methods in the teaching of the trades would come, as a natural consequence, a desire for perfect equipment, which desire would be fulfilled.

CHAIRMAN:—"Mr. J. T. Trickett will now give us his paper on the Benefits and Hindrances of Industrial Education."

THE BENEFITS AND HINDRANCES OF
INDUSTRIAL EDUCATION.

BY J. T. TRICKETT,
Instructor in Printing, Olathe, Kansas.

We are here to consider the advisability of forming an association of industrial instructors of the deaf. That the accomplishment of this in a successful way will be an arduous task is evident, yet its benefits, if rightly conducted, are equally apparent.

The advantage of a good education is beyond words to express, when its possessor is able also to put it to practical use through some trade or profession. When times are good all get along somehow; but, during the present object lesson period, it is especially noticeable that mechanical ability wins the bread and butter without much regard to classical embellishments and frills. We do not deny the benefits of classical education for the deaf, nor any one else, but claim that, so far, the industrial departments have not received proper attention and in some cases have been wholly neglected. The best educators of the deaf are the best friends of ample and proficient industrial instruction; but, unfortunately, these best friends are not always where they can do the most good. Another serious hindrance has been the instability of the position, which did not justify much effort on the part of the instructor, as the idea has seemed to prevail that any one with slight knowledge of a trade could teach the deaf, even though they would not have been placed in charge of hearing children. This has caused untold injury to the deaf, by sending into the world a lot of half-educated boys and girls, who were unable to prove equal to hearing workmen, and caused the public to distrust the ability of all the deaf.

That the necessity of industrial education is becoming more widely recognized, is evidenced by the fact that in many of the larger cities industrial departments have been added to the

public schools, while this is a chief feature in all good agricultural colleges. To know and understand the workings of a steam engine, or a threshing machine, or even a force pump, is of more practical benefit in every-day life than the ability to read Greek or quote Shakespeare.

In one letter which I received lately, speaking on this subject, the writer goes so far as to claim that in the present arrangement of our schools, the cart is before the horse, and says that the bread-winning education should be given the greatest amount of time instead of the class-room. The time for daily instruction in the shops is too short and too uncertain and a pupil is often taken from work for an hour, or a day, on some trivial excuse which would not be tolerated during class hours.

In a recent report on physical and industrial training to the Boston school committee, Director Edward M. Hartwell gives some very suggestive figures in relation to the money value of our public school pupils. He bases his computation upon a recent English work on vital statistics, by Dr. Farr, of London, who worked out with much detail the present value of the future wages of a laboring man, deducting cost of maintenance, etc. The following rough scale is adopted for estimating the comparative value of the output of educational institutions:

- 1 grammar school graduate equals 1 mill hand.
- 1 high school graduate equals 5 mill hands.
- 1 normal school graduate equals 8 mill hands.
- 1 professional school graduate equals 14 mill hands.

If this wonderful showing holds good with the hearing pupils, it certainly would with the deaf, for, as between the two, the chances are always as ten to one against the deaf.

Therefore, anything that will make them more proficient, better able to cope with the world, should be given hearty encouragement.

CHAIRMAN:—"I have here a communication and a paper by Frederick Owen, of California, which I will ask the Secretary to read."

To the Chairman and Members of the First Convention of Industrial Instructors of the Deaf in America:

It is with much regret that I have to inform you that I shall not be able to meet with you, in what I hope and trust will be a memorable occasion—the first meeting of the Industrial Instructors of the Deaf.

Circumstances are such that I feel I am not warranted in making the trip.

Trusting that the many who do attend will lay the foundation for a superstructure of good work in trade instruction, and again expressing my deep regret that I cannot be with you to share in the labor and the honor that falls to pioneers, I remain,

Yours sincerely,

FREDERICK OWEN.

BERKELEY, Cal., June 28th, 1895.

THE NEED OF A MANUAL TRAINING ANNEX TO OUR INDUSTRIAL DEPARTMENTS.

FREDERICK OWEN,
Instructor of Printing, California School for the Deaf.

It is not my intention to present you any labored paper on deep subjects, but I wish to suggest something for discussion. I should like the Convention to take hold of the subject of a manual training course in the industrial department.

Here in the California School, and, I believe, in all the American schools with two exceptions, the pupils are introduced directly into the shops when they are deemed old enough, and previous to that time they have nothing to occupy their time outside of school and study hours.

My idea is that there should be established a manual training annex to the technical or industrial department, where an hour or two a day can be devoted to light employments calculated to instil habits of industry and to develop the capabilities of the child.

Children in good health are anxious to be doing something, and if we can turn that natural desire into useful channels, that lead to the future occupation of the child, a vast amount

of good can be accomplished by it. Make the manual training room a play-room, where, under certain restraints, the child can indulge his fancy in making playthings. See that he works, but make his work seem like play, and, unconsciously, habits of industry will be formed and talent will be developed. Let him learn to draw, to use tools, and to keep out of mischief. Doubtless by the time he is old enough and big enough to go into the printing office, the carpenter shop, the shoe shop, or elsewhere, he will have indicated not only a preference, but an adaptability for some one of the trades taught at the school.

I have some boys in my office that might have made shoemakers or carpenters, or even editors, but they were never intended by nature for printers. Had they received some preparatory training before they were consigned to my tender mercies, and I could have watched their efforts with an eye to their fitness for the printing trade, I would perhaps now have more Ben Franklins and fewer incompetents among my pupils.

CHAIRMAN:—"As we have completed the programme and still have some time left, remarks on the subjects treated in the papers are now in order."

MR. RAY:—"I have not taken up the time of the Convention very much on any special line, with the exception that I have taken a little part in the business proceedings. The subject before the Convention for discussion is one which has claimed a great deal of my interest for years. I believe that from the time the child is admitted into the school he should be kept busy. We know that in schools for hearing children, if they are not kept busy, they are quite apt to get into mischief, and it is just the same with deaf children. We want something for our boys and girls to do—something for them to think about and to occupy their minds. We know that those who are occupied are much happier than those who are idle, and I believe, if our schools could and would employ some means to keep the boys and girls actively engaged when out of the

school-room, for a part of the time, at least, that our students would be much better off; but whether this will ever be done I have serious doubts. I would like to see them using some system which would bring about that end."

MR. HAMMOND:—"I just wish to say a word or two with regard to the possibilities of manual training in the day-schools for the deaf.

"As we see the extent to which it has been introduced in different cities already, and the good accomplished, we are led to hope that soon all cities will have it and share its advantages as they now do other specialties, with the day-schools for the deaf in their midst. In the Chicago public schools, the special teachers, as of drawing and physical culture, do not pass by the rooms of the deaf pupils, but give them equal chances with the others.

"One of the schools for the deaf is located next to one of the best manual training schools in the land, and the boys have access to its shops.

Some of the gentlemen present have visited that school and know that the work done is of great value. A few specimens of the wood-work of mute boys in that shop are on exhibition here.

"I notice that the instructors in one training school receive 180 dollars a month; with which salary it is, of course, possible to select the very best talent.

"I hope the boys and girls of the day-schools may have more of this work, so that they can fit themselves for something. Unfortunately, so far, I know of no day-school furnishing any manual training for the girls.

DR. THOMAS GALLAUDET:—"Mr. President, Ladies and Gentlemen:—I have been very much interested in the discussion of these papers this afternoon; they have given me some new thoughts in regard to the matter of preparing our deaf friends to go out into the world. Human nature is very much the same all over the world, and I think it is an easy matter for the deaf to make a place for themselves in this world after they have been properly fitted for it, and I think the work that is being done is a step forward. A deaf-mute goes out

from school and gets a place which he fills with credit, and is useful to his employers. In this matter of gaining a living it is important that they should have the best training they can get. We have tried in our feeble way to give them all the advantages we could. We have given them the sign language, and all this other training, and if the deaf-mutes themselves only carry out the lessons they have learned, they will find that they will make friends all through life, and will be a credit to themselves, and will reap all the good results of what has been done for them."

MR. F. D. CLARKE:—"One would think that having three sessions a day all could be here, yet I have been compelled to be absent the whole of this morning, which I greatly regretted, as I looked forward to this session as being of more benefit to me than any other. I want to say a word about the assistance of mechanical drawing in manual training. There is nothing which can take its place. We find that a pupil who understands mechanical drawing can do better work than if he did not; when he comes to use tools he will do better work, working from the drawing, if he knows how to make that drawing himself. He then knows what every line and curve means. I have been surprised to note how much a boy would improve after about twenty lessons in drawing. I would like to have said something about the plan which we use in this work, and which has been partly carried out in this school. I am glad to have been able to give some of our boys a course in mechanical drawing."

MR. P. P. PRATT:—"Ladies and Gentlemen:—It would hardly seem well for me now to enter upon a general discussion on technical training, most of our time having been taken up and there being several who I am sure wish to say something.

"What you see on the black-board is about the same as with the work in my department—the shoe shop—a few details of which I will explain.

"Our girls are taught to make uppers, as well as the boys. To begin with, the pupils are given small bits of leather for

practice work on the machines, and as soon as they understand, they begin on upper fitting.

"Most of the boys want to learn factory work. They are given a certain job to practice upon, for instance, lasting, and are kept at it until the work is thoroughly understood; the same method being pursued with all other factory work.

"Some boys prefer the shop work, such as is seen in any ordinary village shoe store. They are given cobbling for the first two or three years, and then are put on new work.

"I think the practice of putting small boys at bench work is cruel, as it tends to crook their backs and limbs. The work can be as well taught, to say the least, if they are required to stand while at work, and the many different kinds of upright jacks that are offered at the present day leave no excuse for our continuing this class of work in the "old-fogy" manner of the past. These new appliances not only keep our children from becoming partly deformed, but with them they learn faster and better.

"We try to have our boys interest themselves in the various publications relating to their trade, and always keep on hand a good supply of the best periodicals, and catalogues of responsible firms. In this way they became familiar with the technical names and terms of their trade, as well as gain some knowledge of things not obtainable for them in the shop.

"I see that some of you are waiting for your turn to speak, so, thanking you for your attention, I will close."

MR. D. R. TILLINGHAST:—"I noticed, a few moments ago, in one of the papers that some one spoke of how much the deaf could learn language in the shops. It reminded me of the excellent method of a former instructor of the old North Carolina School for the Deaf and Blind, at Raleigh, which showed that the deaf could acquire valuable knowledge of language as well in the kitchen as in the class-room. I refer to the plan of the late Elizabeth B. Turlington, instructor of the cooking school then in existence. She did a great deal more than simply teach her girls to cook. Being provided with only one stove and unable to have her class engaged at the same time in the practice of her lessons, she would give a

part of them something to prepare, and while they were so engaged, would make the rest write about the work, on the black-board."

REV. JOB TURNER:—"Some one mentioned the subject of shoe-making. I have heard something of a shoe-maker who had learned this handicraft in some institution. This mute received a diploma for his skill from the principal, who happened to praise his work very highly; and he told him he thought he could go out into the world and earn a living. So he secured employment and went to work. Pretty soon, a lady came in and told the proprietor that she wanted a pair of shoes. He beckoned to the deaf-mute shoe-maker to measure her for a pair of shoes; but the poor fellow did not know how to take the measurement of her foot, so he lost his place. He ought to have been taught every detail of his trade, while at school. His employer returned the diploma to him, saying that it was a 'fraud.'"

C. S. BARNS:—"Mr. Turner's remarks lead to a thought I wish to express in regard to the difficulty of going into detail in teaching the printing trade to the deaf. The printing business is not a single trade, but embraces three distinct trades, controlled by three different trades' unions. Under the methods now in vogue in nearly all of our schools, the teaching of these trades is practically impossible. To teach any one of them properly would take up one man's whole time, and yet not only is this the task set for the foreman in most of our schools, but they are required to edit and manage the Institution papers as well, and this, too, with classes far larger than ought to be given to one man to teach. In this [Michigan] school our printing office force is not very large, numbering but sixteen. But what do you think of a class of forty-one pupils under one instructor, as is the case in Illinois? How, if this remains the case, are we to enter into detail? If we are to accomplish the object for which our institution printing offices are established and give proper instruction, we must bring the work required of one man within reasonable bounds."

F. D. CLARKE:—"What are the three trades you speak of?"

MR. BARNS:—"They are type-setting—job work and newspaper work—controlled by the International Typographical Union; press-work, controlled by the Pressmen's Union, and press-feeding, controlled by the Press-Feeders' Union."

MR. CLARKE:—"What are the wages paid in these unions?"

MR. BARNS:—"In the large cities a good compositor gets from eighteen to twenty dollars a week, a pressman, from eighteen to twenty-five, and press-feeders, from seven to ten. Of course, there are experts who receive more than this."

DR. A. G. BELL:—"I would like to ask a question, as to whether these trades' unions are conferred with by the employers?"

MR. BARNS:—"No, sir, not as a usual thing. But I have known instances where they have done so with mutual benefit."

DR. BELL:—"Are there any deaf-mute members of the unions?"

MR. BARNS:—"I do not know many. In St. Louis there are two or three who are members and first-class printers."

The discussion was here closed on account of the lateness of the hour, and the Convention adjourned until 8 p. m.

Evening Session.

The Convention was called to order by President Connor, at 8 p. m.

The following letters and telegrams were read by the Secretary and ordered printed.

NEW YORK INSTITUTION
FOR THE INSTRUCTION OF THE
DEAF AND DUMB.

NEW YORK, July 1st, 1895.

F. D. CLARKE, A. M.,
Superintendent Michigan School for the Deaf,

Dear Sir:—In response to your kind letter, reminding me of the approaching Convention of Instructors of the Deaf at the Institution

under your charge, and expressing the hope that I shall be in attendance, I am obliged to say that the state of my health will prevent me from being present.

The connection of the Michigan Institution with that in New York, consisting in the fact that three of its Superintendents were originally instructors in and trained for their work at the New York Institution, that the systems of instruction are similar, and that even the buildings were modelled upon the same plan, would make it peculiarly agreeable to be with you. My disappointment is enhanced, as I look back through the long vista of fifty years, and call to mind the pleasure and profit I have derived from the Conventions held within that period, of all of which, with the exception of two, I have been a member.

There is no one work which has more to do with philosophy, philology and philanthropy, than that in which instructors of the deaf and dumb are engaged, or which calls for closer comparison of views and methods. I therefore bid the members of the 14th Convention, God speed, and pray that their deliberations may tend toward the advancement of a cause that, from its very nature, must have the approval of the Divine Dispenser of all good.

Yours sincerely and faithfully,

ISAAC LEWIS PEET

Emeritus Principal.

EPISCOPAL RESIDENCE,
102 Fountain St.

GRAND RAPIDS, MICH., June 20, '95.

MY DEAR CLARKE:—

In reply to your kind invitation, I would be glad to be present at so interesting a gathering, but I am fagged out and am trying to get to my Summer retreat by July 1.

Yours sincerely,

GEO. D. GILLESPIE.

STATE OF MINNESOTA,
SCHOOL FOR THE DEAF,
J. L. NOYES, SUP'T,

FARIBAULT, MINN., June 21, 1895.

MR. F. D. CLARKE,

Chairman Local Committee, Flint, Mich..

My Dear Sir:—I congratulate you upon the occasion of another Convention, specially under your care and direction. I do not expect to attend.

I have commissioned Mr. J. L. Smith in my place. I expect he will do well in all things except public speaking.

I hope you will have a very good meeting. I would go myself, but prudence says "stay at home." I am well enough to attend to daily duties, but not well enough to lose any extra strength.

In all things let the real interests of the deaf obtain the ascendancy, and let us all suffer in comparison. I hope for a good meeting of the Convention:—good to talk over, good in its results, and good every way.

With my kindest regards to the different members I am

Sincerely yours,

(Dictated.)

J. L. NOYES.

WESTERN PENNSYLVANIA INSTITUTION
FOR THE INSTRUCTION OF THE
DEAF AND DUMB.

EDGEWOOD PARK, PA., June, 1895.

MR. FRANCIS D. CLARKE,
Flint, Michigan,

Dear Sir:—I sent to your address this morning a package of books which you will please place among those designed for exhibition at the Convention. I regret that circumstances have prevented me from attending the meetings. We sent three representatives and our school will no doubt profit by their experience.

Wishing you success in the entertainment of your guests,

I am yours very truly,

W. M. BURT.

DECATUR, ILL.,

FRANCIS D. CLARKE:—

Illness prevents me from attending your grand Convention. That it may be a profitable success is my most earnest wish.

CHAS. KEARNEY.

THE PENNSYLVANIA INSTITUTION
FOR THE DEAF AND DUMB.
A. L. E. CROUTER, SUP'T.

MT. AIRY, PHILADELPHIA, June 28, 1895.

PROF. F. D. CLARKE,

Principal School for the Deaf, Flint, Mich.,

My Dear Sir:—It is with feelings of deep regret that I deny myself the privilege of attending the Convention of American Instructors of

the Deaf about to convene under your hospitable direction. I am compelled, however, by pressing engagements to remain at my post of duty here at Mt. Airy. The delightful memory of past meetings makes this enforced absence a sore trial. I shall pray daily for the success of the Convention, that it may be harmonious and helpful to those whose good fortune it shall be to attend, and that the best interests of the deaf may be subserved by its deliberation and actions.

Faithfully yours,

A. L. E. CROUTER.

SCHOOL FOR THE DEAF,
EVANSVILLE, IND.
PAUL LANGE, PRINCIPAL.

EVANSVILLE, IND., June 7, 1895.

PROF. F. D. CLARKE,
Flint, Mich.,

Dear Sir:—Your circular letter of the 27th ult, just received. In answer to inquiry will say that it will be impossible for me to attend the coming Convention at Flint, but if any organization is formed as variously suggested, I should desire being enrolled as a member.

In conclusion, I beg to thank you for your kindness in placing our school on THE MIRROR'S free list and assure you that the paper is thoroughly appreciated by the pupils as well as myself.

Very respectfully.

PAUL LANGE.

THE AMERICAN ASYLUM FOR THE
EDUCATION OF THE DEAF AND DUMB,
JOB WILLIAMS, PRINCIPAL.

HARTFORD, CONN., July 2, 1895.

DEAR MR. CLARKE:—

I regret that I cannot be present at the Convention, at Flint. It would be a great pleasure to meet again those engaged in educating the deaf. The meeting will, I am sure, be an occasion of pleasure and profit to all. The Convention may congratulate itself, that it will not be subjected to the discipline of listening to a paper on "The Mental Evolution of Deaf Children." With many good wishes for a successful Convention, I am

Yours sincerely,

W. G. JENKINS.

BEVERLY, MASS., July 1, 1895.

PROF. F. D. CLARKE,

Dear Sir:—Allow me at this late hour to thank you for your kind invitation to be present at the Fourteenth Convention of the American Instructors of the Deaf to be held at your School. I regret exceedingly that the Beverly School will not be represented. However, we will be with the great meeting in mind if not in body, and will watch with interest for the printed form of the proceedings.

Wishing the Convention all success.

I am very truly yours,

NELLIE H. SWETT.

Principal, Beverly School for the Deaf.

TUSCUMBIA, ALABAMA, June 29, 1895.

MR. FRANCES D. CLRAKE.

Flint, Michigan.

My Dear Mr. Clarke:—Your very kind invitation to my dear teacher and myself to be present at the Convention, which meets at Flint, on July second, has just been received, having been forwarded to me from New York. We deeply regret that we cannot avail ourselves of your kind hospitality. Nothing would give us greater pleasure than to meet again the many dear friends who will assemble at Flint next week; but when I tell you that I have only just returned to my home after having been absent for a whole year, I am sure you will appreciate my unwillingness to leave my parents, and little sister and brother, especially when I have only three months to spend with them. Will you kindly explain to our friends why we could not go to the Convention? And please tell them we shall be with them in thought and spirit, and that they will have our earnest wishes for the success of all their plans toward the education of the deaf.

Thanking you once more for your kindness and courtesy, I remain,

Sincerely yours,

HELEN KELLER.

Mr. Dobyns, for the Committee on Constitution, presented the following communication from Miss Sarah Fuller:—

FLINT, MICHIGAN, July 5th, 1895.

TO THE COMMITTEE OF FIFTEEN:—

As a member of the Convention of Instructors of the Deaf, I would offer this suggestion: That the advisability of making this Convention a part of the National Educational Association be considered.

Among the many reasons for this action are, first, the desirability of bringing to our meetings many more teachers of the deaf than habitually attend, and I think this could be accomplished in no more effective way than by providing special rates upon railways and at hotels, such as the National Educational Association is able to offer. Another reason is the advantage it would be to us, as teachers, to have the best thought upon educational topics brought periodically before us. We could share the benefits to be derived from the general sessions, and could preserve our own independent organization as a department of the Association. Still another reason is the strengthening of our work by attracting to it teachers of skill and experience, who are in the common schools of the country.

The object of the National Educational Association is, "To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States." I think we are in sympathy with this object, and I also think that we should not be unwilling to profit by whatever comes to us from the permanent fund of forty thousand dollars, held by the National Educational Association.

Respectfully submitted,

SARAH FULLER.

The matter was laid on the table, subject to call at the pleasure of the author.

Mr. Dobyns, for the same Committee, then reported a draft of a Constitution. This was taken up by sections and, after some amendments and discussion, was adopted as follows:—

CONSTITUTION
OF THE
CONVENTION OF AMERICAN INSTRUCTORS OF
THE DEAF.

ARTICLE I.

Name.

This association shall be called The Convention of American Instructors of the Deaf.

ARTICLE II.

Objects.

The objects of this association shall be—

First, to secure the harmonious union in one organization of all persons actually engaged in educating the deaf in America.

Second, to provide for general and local meetings of such persons, from time to time, with a view of affording opportunities for a free interchange of views concerning methods and means of educating the deaf.

Third, to promote, by the publication of reports, essays and other writings, the education of the deaf on the broadest, most advanced and practical lines, in harmony with the sentiments and practice suggested by the following preamble and resolutions, unanimously adopted by the Convention, in 1886, at a meeting held at Berkeley, California:—

WHEREAS, The experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions, and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals; it is, therefore,

Resolved, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all.

Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor.

Provided, That the children who are given to articulation teachers for trial should be given to teachers who are trained for the work, and not to novices, before saying that it is a failure; and

Provided, That a general test be made, and that those who are found to have sufficient hearing to distinguish sounds shall be instructed aurally.

Fourth, As an association to stand committed to no particular theory, method, or system, and adopting as its guide the following motto:

"Any method for good results; all methods, and wedded to none."

ARTICLE III.

Members.

Section 1. All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees, and agreeing to this Constitution.

Section 2. Eligibility of applicants is to be determined by the Standing Executive Committee and reported to the Convention.

Section 3. Any person may become an honorary member of the association, enjoying all the rights and privileges of membership, except those of voting and holding office, on being elected by vote of the association.

Section 4. Each person joining the association shall pay a fee of two dollars for the first year and one dollar annually thereafter.

Section 5. Any member of the association desiring to commute the annual dues into a single payment for life shall be constituted a life member on the payment of twenty-five dollars.

Section 6. Applications for membership must be made to the Treasurer, who will receive all membership fees and dues. All privileges of membership are forfeited by the non-payment of dues.

ARTICLE IV.

Officers.

Section 1. At each general meeting of the association there shall be elected by ballot a President, Vice-President, Secretary, Treasurer and three Directors, these seven persons forming the Standing Executive Committee of the Convention; they shall continue in office until their successors are elected and shall have power to fill vacancies occurring in their body between general meetings.

Section 2. There shall also be elected by ballot at each general meeting of the association nine Chairmen of Committees, as follows:—

One for a Normal section, one for an Industrial section, one for an Oral Section, one for an Art Section, one for an Auricular Section, one for a Kindergarten Section, one for an Eastern Local Committee, one for a Western Local Committee and one for a Southern Local Committee. Before the adjournment of each general meeting, or immediately thereafter, the Standing Executive Committee and the nine elected Committee Chairmen, acting together, shall elect four persons to membership in each of the nine committees herein provided for.

Section 3. The general management of the affairs of the association shall be in the hands of the Standing Executive Committee, subject to the provisions of such by-laws as the association shall see fit to adopt,

Section 4. All officers and members of committees must be active members of the association in regular standing.

Section 5. The Standing Executive Committee shall make a full report at each general meeting of all the operations of the association, including receipts and disbursements of funds, since the preceding meeting.

ARTICLE V.

Meetings.

Section 1. General meetings of the association shall be held triennially; but the Standing Executive Committee may call other general meetings at their discretion.

Section 2. Local meetings may be convened as the Standing Executive Committee and the Committees on local meetings shall determine.

Section 3. Proxies shall not be used at any meeting of the association, but they may be used in committee meetings.

Section 4. Notice of general meetings shall be given at least four months in advance, and notice of local meetings at least two months in advance.

Section 5. The business of the association shall be transacted only at general meetings, and at such meetings one hundred voting members of the association must be present to constitute a quorum.

ARTICLE VI.

In the first election of officers held under the provisions of this Constitution, said election occurring immediately after its adoption, all duly accredited active members of the Fourteenth Convention of American Instructors of the Deaf shall be entitled to vote, said members making payment of their membership fees to the Treasurer at the earliest practicable opportunity after he shall have been elected.

ARTICLE VII.

Amendments.

This Constitution may be amended by an affirmative vote of two-thirds of the members present at any general meeting of

the association, provided that at such meeting at least one hundred and fifty voting members of the association shall be present.

ARTICLE VIII.

Devises and bequests may be worded as follows: "I give, devise, and bequeath to the Convention of American Instructors of the Deaf, for the promotion of the cause of the education of the deaf in such manner as the Standing Executive Committee thereof may direct," etc.; and if there be any conditions, add, "subject only to the following conditions, to wit: —."

On motion, the Convention then went into the election of officers, with the following results:—

President:

Edward M. Gallaudet, Washington, D. C.

Vice-President:

Francis D. Clarke, Flint, Mich.

Secretary:

S. T. Walker, Jacksonville, Ill.

Treasurer:

James L. Smith, Faribault, Minn.

On motion, Messrs. Hammond, Yates, Mathison, McClure, Gallaudet, Clarke, Walker and Smith were appointed a Committee to nominate nine Chairmen of Sections.

The Committee retired.

D. C. Dudley, Colorado Springs, Colo., J. R. Dobyns, Jackson, Miss., and Miss Sarah Fuller, Boston, Mass., were elected Directors.

The Committee appointed for the purpose reported the following nominations for Chairmen of the sections:—

Normal Section, Job Williams, Hartford, Conn.

Oral Section, J. C. Gordon, Washington, D. C.

Auricular Section, J. A. Gillespie, Omaha, Neb.

Kindergarten Section, Miss Mary McCowan, Englewood, Ill.

Industrial Section, Warren Robinson, Delavan, Wis.

Art Section, Philip G. Gillett, Jacksonville, Ill.

Eastern Section, E. B. Nelson, Rome, N. Y.

Western Section, F. W. Metcalf, Salt Lake City, Utah.

Southern Section, W. O. Connor, Cave Spring, Ga.

This report was adopted and the Secretary was instructed to cast the ballots of the Convention for the above named persons as Chairmen of the respective Sections.

The Convention then adjourned to meet on Saturday morning.

Fifth Day.

Saturday, July 6, 1895.

Morning Session.

The Convention was called to order at 9 a. m., by President Connor.

Rev. J. H. Cloud opened the session with prayer.

DR. E. M. GALLAUDET:—"The newly elected officers and the Chairmen of the several Sections will please meet in the chapel at 11 o'clock."

A MEMBER:—"Owing to the late hour at which we adjourned last night, I move that the reading of the minutes be dispensed with."

CHAIRMAN:—"If there is no objection to this, I will so order.—The reading of the minutes is dispensed with."

Dr. J. C. Gordon, Chairman of the Oral Section, took the Chair.

Miss Fuller, as Chairman of the Executive Committee of the Section, read the following report, which was adopted:—

Mr. Chairman, Ladies and Gentlemen:—Unfortunately, there is but one of the members of the Executive Committee of the Oral Section, appointed in 1890, present at this Convention. The members then chosen were Miss Yale, Dr. Crouter, Dr. Greene, Miss Barton and Miss Fuller. Our loss by the death of Miss Barton is well known to all connected with this organization, but I wish, in behalf of this Committee, to recall her self-sacrificing labors, her earnest devotion to the education of the deaf, her untiring efforts to advance their interests, and her loving sympathy for them at all times. The vacant position was filled by the appointment of Dr. Gordon, who has the honor of being the first to suggest the formation of an Oral Section of the Convention.

Though organized at and by the authority of the Twelfth Convention, no duties devolved upon the Committee until the call for the Fourteenth Convention was issued; whereupon, a full meeting of this Committee was held in New York City, at which arrangements were made looking to the fullest co-operation of all engaged in oral work for the deaf, in making valuable the sessions of this department of the Fourteenth Convention of Instructors of the Deaf.

CHAIRMAN:—"We will now hear from the Committee on Enrollment."

Mr. J. D. Wright offered the following, which was adopted and ordered printed:—

"The Committee on Enrollment for the Oral Section of the Fourteenth Convention of American Instructors of the Deaf present the following Roll of Instructors in attendance, and reporting for enrollment in this Section of the Convention.

Respectfully submitted,

JOHN D. WRIGHT,
Chairman."

July 6th, 1895.

1. ARKANSAS.

Wardroper, Miss Marie L. Arkansas Institution, Little Rock.

2. ALABAMA.

Bledsoe, M. A., J. F. Alabama Institution, Talladega.

3. ILLINOIS.

Carroll, Miss Margaret.....	Illinois Institution, Jacksonville.
Johnston, Miss Effie.....	" " "
Leary, Miss Mary E.....	" " "
Mellen, Miss Bertha.....	" " "
Stevenson, Miss M. Kate.....	" " "
Coombs, Mrs. Grace D. Emery.....	Chicago Schools for the Deaf, Chicago.
Griffith, Miss Hattie.....	" " " " " "
Haskins, Charles N.....	" " " " " "
Lounsbury, Mrs. C. E.....	" " " " " "
Quinn, Miss Josie.....	" " " " " "

NOTE—For convenience of reference, a list of deaf children present at the Convention and taking part in the Oral exercises upon the platform is herewith presented in connection with the Roll of the Oral Section.

Bingham, Miss Cornelia, McCowen Oral School for Young Deaf Children, 6550 Yale Avenue, Englewood.

McCowen, Miss Mary McCowen Oral School, Englewood.

McCowen, Miss Pearl " " " "

Murray, Miss Anna " " " "

Morgan, Miss Louise C. (private instructor), No. 3736 Grand Boulevard, Chicago.

4. INDIANA.

Archer, M. A., Tunis V Indiana Institution, Indianapolis.

5. IOWA.

King, Miss Katharine Iowa Institution, Council Bluffs.

6. KANSAS.

Holder, Miss Mary E Kansas Institution, Olathe.

7. MARYLAND.

Brock, Miss Frances L. Maryland Institution, Frederick.

Partridge, Miss Katharine D. " " "

Stauffer, D. Edward School for Colored Deaf, Baltimore.

8. MASSACHUSETTS.

Fuller, Miss Sarah Horace Mann School, Boston.

Jordan, Miss Ella C " " " "

Taylor, C. W., (normal student) Clarke Institution, Northampton.

9. MICHIGAN.

Ballantyne, Miss Jessie Michigan Institution, Flint.

Billings, Miss Carrie E " " "

Clarke, Mrs. Lottie K " " "

Clarke, T. P " " "

Jack, Miss Ida M " " "

Tyrrell, Miss Marion E " " "

Donohoe, Miss Lizzie Normal Training School, Detroit.

Hurd, Mrs. A. C. (late of Pennsylvania Institution) Flint.

Hurd, M. A., E. G. (late of Pennsylvania and Rhode Island Institutions) Flint.

10. MINNESOTA.

Griffin, Miss Mary E Minnesota School, Faribault.

11. MISSOURI.

Tate, Mrs. J. N Missouri Institution, Fulton.

Barns, Miss Mesa St. Louis Day School, 3840 Laclede Ave., St. Louis.

12. NEBRASKA.

Gillespie, M. A., John A.....	Nebraska Institution, Omaha.
McCheane, Miss Helen.....	" " "
Taylor, W. E.....	" " "

13. NEW MEXICO.

Gunn, Miss Adah.....	New Mexico Asylum, Santa Fe.
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14. NEW YORK.

Dosithieus, Sister M.....	LeCouteulx St. Mary's, Buffalo.
Dwyer, Miss Nellie.....	" " " "
Black, Miss Anna M.....	Albany Home School, Albany.
Wright, M. A., John D.....	Wright-Humason School, New York.

15. OHIO.

Atwood, Miss Lois E.....	Ohio Institution, Columbus.
Bierbower, Miss Fanny.....	Cincinnati Oral School, Maysville, Ky.
Thompson, Miss Louise K.....	

16. PENNSYLVANIA.

Barry, Miss Kate.....	Pennsylvania Institution, Mt. Airy, Philadelphia.
Barker, Miss Frances, West.	Pennsylvania Institution, Edgewood Park.

17. WASHINGTON.

Bennett, Miss Florence [Macon, Mo.]	Washington School, Vancouver.
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18. WISCONSIN.

Gregory, M. A., Seth W.....	Wisconsin Institution, Delavan.
Hobart, Miss A. I.....	" " "
Maklem, Miss Clara J.....	" " "
Steinke, Miss Agnes.....	" " "
Holden, Mrs. Jennie Bright.....	Manitowoc Day-School, Manitowoc.
Kribs, Miss H. R.....	Sheboygan Day-School, Sheboygan.
Spencer, Mrs. B. B.....	Milwaukee Day-School, Milwaukee.
Sullivan, Miss M. N.....	Wausau Day-School, Wausau.
Wettstein, Miss Frances.....	Milwaukee Day-School, Milwaukee.

19. DISTRICT OF COLUMBIA.

Gordon, Dr. J. C.....	Gallaudet College, Washington.
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20. MANITOBA.

Spaight, Miss Augusta.....	Manitoba Institution, Winnipeg.
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21. QUEBEC.

Curlette, Miss Margery.....	Mackey Institution, Montreal.
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TOTAL:—65 instructors from 35 schools and 21 States, etc.

Omaha.

"

"

Santa Fe.

Buffalo.

"

Albany.

New York.

Columbus.

Lexington, Ky.

Philadelphia.

Wood Park.

Vancouver.

Delavan.

"

"

"

Manitowoc.

Sheboygan.

Milwaukee.

Wausau.

Milwaukee.

Washington.

Winnipeg.

Montreal.

LIST OF DEAF CHILDREN PRESENT AND PARTICIPATING AT THE FOURTEENTH

SCHOOL.	PUPIL.	Age in yrs.	Age at becoming deaf.	Reported cause of deafness.	Degree of deafness before special instruction.
Chicago Day-School	Agnes Menagh	15	born deaf		
Iowa State School	Martha Tison	14	born deaf		
	Bessie Taylor	16	9 years.	Brain fever	
	Josephine Titus	18	13 "	Spinal meningitis	
	Clark DeLong	21	10 "	Brain fever	
	William Nichols	21	11 "	Spinal fever	
	Anna Lennon	20	12 "	Cold	
	Charles Lawrence	17	8 "	Scarlet fever	
	Gladys Graham	12	7 "	Filling up of tubes that lead to inner ear	
Michigan State School	Bertha Hamilton	8	born deaf		
	Abbie Krause	9	infancy	Unknown	
	Otto Ruby	9	3 years.	Brain fever	
	Joseph LaRoque	10	1 "	Meningitis	
	Norman McDonald	7	2 "	Scarlet fever	
	Geo. Fred Ash	13	1 1/2 "	Catarrah	
	Lee E. Bell	13	born deaf		
	Mabel V. Carpenter	14	5 years.	Spinal fever	
	Blanche LaDue	11	6 "	Ear-ache	
	Enoch Kenyon	15	born deaf		
	H. A. Preston	12	2 years	Pneumonia	
	Cecile Septiron	12	3 "	Catarrah	
	Mabel Younghusband	15	2 "	Malarial fever	
Nebraska State School	Mabel Scanlan	7	born deaf		heard 10 percent
	Helen Oliver	7	6 months		" 5 "
	Bessie Speakes	6	born deaf		" 5 "
	Albert Chase	6	" "		" 10 "
Manitowoc Day-School	Charles Hertzog	7	9 months	Measles	
Wausau Day-School	George Duskey	12	2 years.	Spinal meningitis	
	Frank Srehlow	9	born deaf		

Nebraska State School	Nabel Scanlan..... Helen Oliver..... Bessie Speakes..... Albert Chase.....	7 born deaf 7 6 months 6 born deaf 6 " "	heard 10 per cent. " 5 " " 5 " " 10 "
Manitowoc Day-School	Charles Hertzog.....	7 9 months	Measles
Wausau Day-School	George Duskey.....	12 2 years	Spinal meningitis
Milwaukee Day-School	Frank Strehlow..... Ewald Emmerling..... Ida Hirsch.....	9 born deaf 11 4 years 16 born deaf	Malpractice
Milwaukee High School	Nellie Orzechowski..... Hypatia Boyd..... Esther Burroughs.....	16 infancy 3 15 months	Scarlet fever Meningitis
McCowan Oral School	Annie Walsh..... Erie Ornborg..... Robert Schenck.....	3 unknown; first noticed at 11 mos.. 4 10 months 6 2 years	Supposed to be concussion of brain from fall Spasms and brain fever Unknown
			Noticed loud noises; spoke a few words in Swedish imperfectly, but paid no attention to what was spoken to him, even when shouted in the ear.....
			Noticed loud noises; spoke names of family and a half dozen other words, so that family could un- derstand, though very imperfectly

[The data for this table was furnished by the schools from which the children came.—Secretary.]

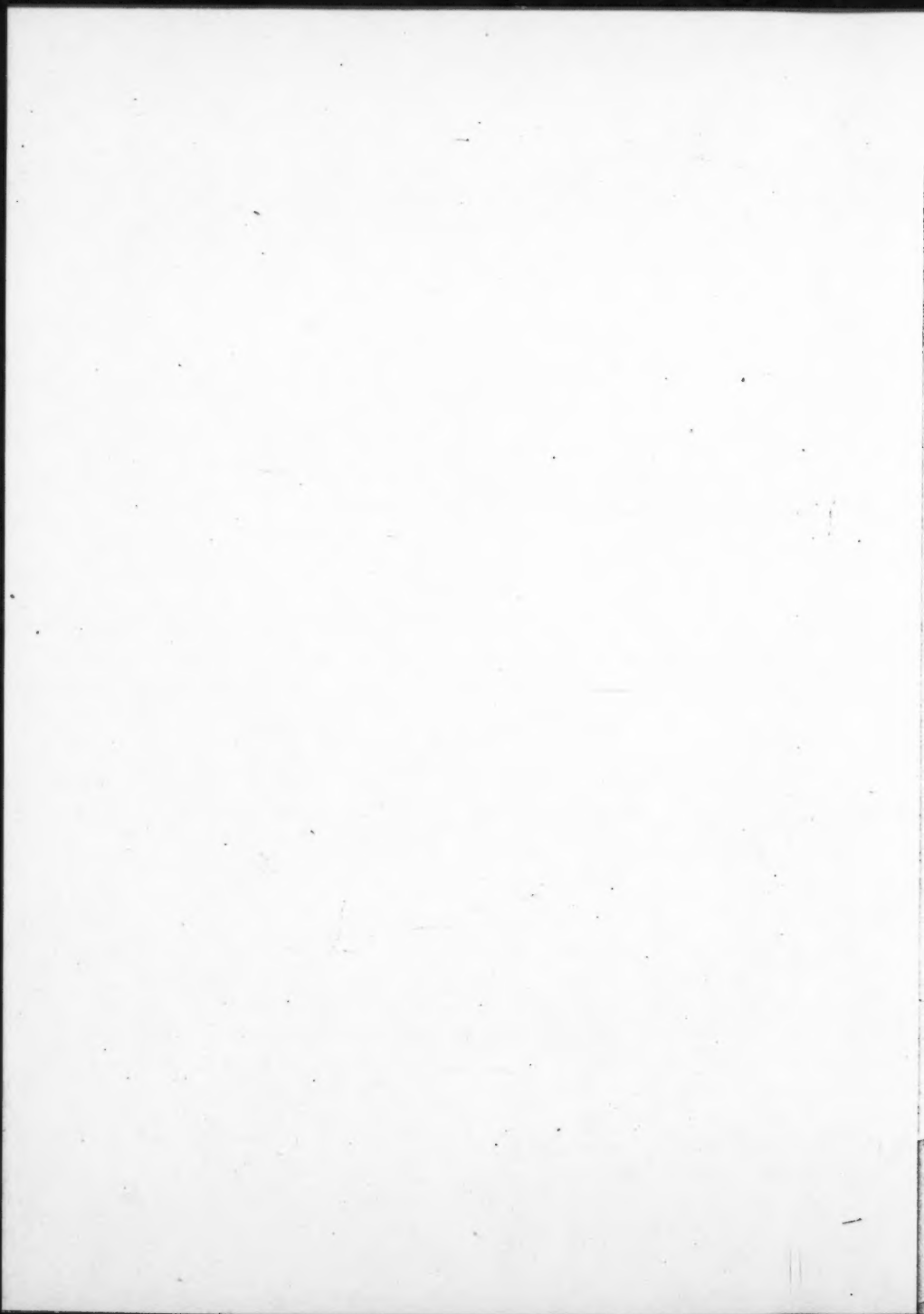
ATING IN ORAL EXERCISES UPON THE PLATFORM NTH CONVENTION.

Degree of deafness.	Time in school.	Time of instruction and practice in speech and lip reading	REMARKS.
	7 years...	1½ years...	At school in Ireland.
Total	7 "	7 "	Training begun in Florida by Miss King.
"	2 "	2 "	"
"	3 "	3 "	Oral class.
"	5 "	3½ "	"
Partial	10 "	10 "	Taught speech one hour per day for three years; oral class two years.
Total	3 "	3 "	" eight "
"	7 "	7 "	Oral class.
"	1 "	1 "	Taught speech one hour per day for three years; oral class four years.
"	1 "	1 "	" " " " " "
Almost total	2 "	1½ "	" " " " " " Parents both deaf.
"	1 "	1 "	" " " " " " " "
Total	1 "	1 "	" " " " " " " "
"	1 "	1 "	" " " " " " " "
Partial	3 "	3 "	" " " " " " " "
"	3 "	3 "	" " " " " " " "
Total	2½ "	2½ "	" " " " " " " "
Partial	5 "	5 "	" " " " " " " "
Total	3 "	3 "	" " " " " " " "
Partial	2½ "	2½ "	" " " " " " " "
Total	1½ "	1½ "	" " " " " " " "
hears 20 per cent.	2 "	2 "	" " " " " " " "
" 7 to 8 per cent.	1 "	1 "	" " " " " " " "
" 15 per cent.	1 "	1 "	" " " " " " " "
" 25 " "	1 "	1 "	" " " " " " " "
Total	2 "	2 "	" " " " " " " "
Total	2 "	2 "	" " " " " " " "
"	2 "	2 "	" " " " " " " "
"	3 "	3 "	" " " " " " " "
"	3 "	3 "	" " " " " " " "
"	8 "	8 "	" " " " " " " "

This class goes to a special teacher for training in speech for an hour and a half a day. For three hours per day they are in a combined class, where they use speech and lip-reading as much as possible.

Cases of aural improvement, also illustrating speech and lip-reading.

This is the first time in the history of the school that we have had so large a proportion of pupils in any class with hearing susceptible of cultivation. Their record, so far, is good in speech-reading, imitative speech, spontaneous speech and hearing of speech, which we attribute largely to our use of drawing as a means of accurate and free expression, kindergarten methods of development—physical, mental and moral—and to our plan of providing all young classes with the constant companionship of a teacher, who uses the actual experience of the home life as an incentive for intelligible speech. The use of the latent hearing makes the voice more melodious, and the acquisition of speech and language more rapid, though not more sure than for the totally deaf of equal ability.



The following States, etc., having schools for the deaf within their bounds were not reported as represented in the Oral Section: California, Colorado, Connecticut, Florida, Georgia, Kentucky, Louisiana, Maine, Mississippi, Montana, New Jersey, North Carolina, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Ontario, Nova Scotia, New Brunswick.

CHAIRMAN:—"We will begin the programme with an exhibition of the oral work done in the Michigan School by Mrs. Thos. P. Clarke."

MRS. CLARKE:—"This class began school last September and have come to me for instruction in speech and lip-reading for one hour a day. None of them have hearing enough to distinguish spoken words. Two of them could say a number of words when they came to school. This little girl, Bertha Hamilton, was born totally deaf, and both her parents are deaf and dumb. When not with me these children are in a manual class."

Mrs. Clarke here gave an exhibition of what the class could do. Our reporter made no notes of any of the exercises by children during the Convention. Another class took their places on the platform.

MRS. CLARKE:—"These pupils are from my advanced oral classes, and all, but one, are totally deaf. Four from this class have just passed the examination and will enter Gallaudet College next fall. After talking with these pupils for some time, Mrs. Clarke requested the audience to ask questions of them. This was done by several, the pupils replying readily.

MR. F. D. CLARKE:—"I would like to have Miss Taylor (one of the pupils) read a few paragraphs for us. Will some one in the audience suggest what he would like to have her read?"

A MEMBER:—"Let her read from the Secretary's minutes."

MISS BESSIE TAYLOR:—(reading) "The Convention was called to order at 9 a. m., by the President. Rev. J. H. Cloud opened the session with prayer. Dr. E. M. Gallaudet asked the newly elected officers to meet in the chapel at 11 o'clock. The reading of the minutes was dispensed with."

MR. CLARKE:—"I would like to ask if there is a single teacher in the room who thinks that that young lady is in any danger of losing her speech? [The speaker made a long pause and repeated the question. He then continued.] And yet she was kept out of school, and we only got her here after a great deal of persuasion, because her mother had been told by teachers, over and over again, until she was made to believe it, that if she sent her child here, to the Michigan School, she would lose her speech and never get it back. That is not true. If an oral teacher desires pupils from Michigan, the first thing done is to abuse this school, making the assertion that speaking pupils lose their speech here. Fair competition we would welcome, as we do not have all the pupils who should be at school, but do not fill your circulars with false statements about the Michigan School for the Deaf."

CHAIRMAN:—"We have all been much pleased with what Mrs. Clarke has shown us, and are, I am sure, glad to see such good work done here. We will now have an exhibition of kindergarten work in the McCowan Oral School by Miss Pearl McCowan and Miss Bingham, and their pupils."

Misses McCowan and Bingham gave a very interesting and instructive exhibit, making an excellent showing for the school.

CHAIRMAN:—"I desire to thank these ladies and children for the pleasure they have given us. The next number on the programme is the exemplification of speech acquired by a congenitally deaf pupil of the Chicago Day-School, by Mrs. Lounsbury."

MR. HAMMOND:—"I want to make a statement. This pupil is congenitally deaf. She is fifteen years of age. When she came to us a year ago, she had had no education in this line and what she has done has been done since. She has had her part in the class an hour a day, or thereabouts, and has carried on her other studies in the sign class. She has been in the class with others, and all she has received, specially, her part of the class work, has not exceeded ten or fifteen minutes daily.

Previous to coming to us, she was in a manual method

school in Ireland for some years and had quite a fair understanding of the English language. She is toto-congenitally deaf.

We do not exhibit her as a remarkable lip-reader—she has not yet been under instruction long enough for that—but to show what has been done in a short time with a pupil already well-advanced.

Mrs. Lounsbury gave an example of what the voice of this pupil was when she took her and how it was lowered and made smooth.

MRS. LOUNSBURY:—"I will carry this on as I do in my school room, so you can see what we do there. This will be nothing specially brilliant, but just as it is there. About the first thing I did with her, as I did with the others, was to bring down her voice from a disagreeable high, rasping noise to a low, smooth tone, then locating it, so as to enable her to hold it smooth in conversation. After this, she soon acquired all the sounds of our language, and, placing them together, produced what you see. I will say right here that I do not think I could have brought this girl to the perfection she has attained without the use of the sign language. I wish it distinctly understood that I am a firm believer in the sign language and am sure I can do better work in articulation by its aid.

CHAIRMAN:—"We will now hear from Miss King, of the Iowa school, she will give us an exemplification of lip-reading by one of her pupils."

MISS KING:—"I do not thoroughly understand the sign language and do not make much use of signs in my teaching. This little girl began her work with me seven years ago. She was born deaf and has no hearing. I feel quite satisfied of that.

When I left the Florida school, five years ago, she went with me to my home and I taught her for three years in a pure oral class. For the past two years she has been with me in the Iowa school, where I have taught an oral class. I will ask her a few questions, but I do not know whether you will hear her or not, as her voice is very low."

"I want to say one thing. I do not see how you can give a child its first religious instruction without the use of signs or pantomime. I do not want to wait till the child has enough language and lip-reading to understand me by speech.

CHAIRMAN:—"We will now have a paper on the Education of Blind Deaf Children, by John D. Wright, of the Wright-Humason School, New York.

THE EDUCATION OF BLIND DEAF CHILDREN.

BY JOHN D. WRIGHT.
Wright-Humason School, New York.

With every decade of the world's history the standard of civilization becomes higher, the social organism reaches greater perfection and the neglected classes of humanity are brought into close relationship with society. Century after century the vivifying stream of education has spread more and more broadly, causing the desert places to blossom as the rose, until at last its clear waters are touching the remoter confines of the human family, that for ages have been considered beyond the reach of its beneficent influence, and with its magic touch has awakened new lives, the beauty of which will render the world a sweeter, happier place to live in.

One of the last classes to be reached by educational philanthropy is that of those who, by some inscrutable providence, are deprived of the two chief avenues of receptivity, sight and hearing. Even with our present knowledge of what has been accomplished, it is far from incredible that, less than a century ago, Dr. Joseph Watson, the head of one of the first schools for the deaf, said that the education of such persons was a physical impossibility. And to-day, with the full vindication of the wisdom of his faith, we stand in wondering admiration of that noble man who first undertook the gigantic task of freeing a mind so hemmed in by prison walls.

The province of this paper is simply to give a brief histori-

cal resume of the work that has been done in this branch of education, and, perhaps, by observing the lines upon which the progressive advance has been made, to learn where to direct our efforts in the future, and in what direction to look for further progress. For who would be so rash in this nineteenth century to say of any form of attainment, "thus far and no farther?"

The limit of time would not permit of my touching upon each individual case, and I have, therefore, prepared as a sort of appendix to the paper a condensed account of all blind deaf persons of whom I have been able to obtain any information, with a brief statement of their educational history.* It is very probable there are many instances not included in my list, and also that errors may be found in the facts given concerning cases not personally known to me. I shall be much pleased at any time to receive corrections or additional data.

James Mitchell, born in Scotland, in 1795, is said to be the earliest recorded case of a person born blind and deaf. He was never educated. Natural signs of his own invention served as a meager means of communication. He learned to perform a few simple duties of slight service to those about him, and was a familiar sight on the streets of the town in which he lived.

The first recorded case of the education of a person both blind and deaf, is that of Laura Bridgman, who was born in New Hampshire, in 1829. Her name is a household one, as is that of the noble man, Dr. Howe, of the Perkins Institution for the Blind, in South Boston, who conceived the idea and guided the great work of educating her. It is unnecessary for me to dwell at great length upon the history of this famous woman. She became blind and deaf at three years of age, and her instruction was begun in 1837. Dr. Howe's first aim was to connect objects with their language symbols or names. To do this he used pasteboard letters and the single manual alphabet, first placing the object in her hand and then the letters composing its name. The moment at which she first grasped the

*See Appendix, pp. 102-10.

idea that objects had names used by people to designate them, was clearly and sharply defined, as has been the case in every instance that has followed. Up to this point the teacher is like an engineer groping in the dark for the throttle-value. The instant his hand touches it the steam leaps to the cylinders, and the machine moves forward. Once started upon the way, she made good progress, gaining the ability to read and use simple English with considerable correctness. She was intelligent, social and, in general, sweet-tempered. She lived a life of nearly sixty years, happy herself and a pleasure to her friends.

Until the case of Laura Bridgman was brought to public notice, it was scarcely known that such people existed in the world. But from the time of Dr. Howe's success, instances of blind and deaf children began to be heard of in various parts of the world.

In 1838, the year after Laura Bridgman came to Dr. Howe, the education was begun in Belgium of Anna Temmermans, who was then twenty years old and born blind, had become deaf in infancy. Dr. Howe's example was followed, the manual alphabet and raised letters were used, and she acquired considerable ability to read and express herself, but, it is said, was not the equal of Laura Bridgman.

The next case, chronologically, and one which is of greater interest than most of those which followed, is that of Edward Meystre. Born in Switzerland, in 1826, he became deaf at eleven months. He was sent to an infant school for hearing children, at two years of age, "to keep him down," as his mother expressed it, and remained till he was seven years old, when he was made blind by an accident. For eleven years following he existed with no communication with those about him save through signs invented by himself to supply his immediate needs. But, in 1845, when he was eighteen years old, he was received into a school for the deaf at Lausanne. His education was begun by Mr. Hirzel, the director of the institution, by means of raised letters, and after eighteen months he was just beginning to form simple sentences. The point, however, which makes this case so especially interest-

ing is that he was taught to speak. Mr. Hirzel says he "was fully convinced that in acquisition of speech, a law existed by which the sense of touch could be made a substitute for the eye." His principal device was a series of four wooden prisms representing the openings of the mouth in the series of vowels from "a" to "i," and four wooden rings representing the mouth in the series from "o" to "u". Dr. Peet met the young man, about 1850, and says he was surprised to hear him repeat "in quite a distinct tone of voice what his teacher had told him." Mr. Hirzel says: "His articulation is sufficiently distinct to enable even persons who are not accustomed to it to follow it." But apparently, this teaching of speech was not considered of very great importance at the time by other educators of the deaf, and even as recently as 1881, Dr. Hartman, in his book published in that year, says of this portion of Meystre's instruction: "But such an education of blind deaf-mutes cannot be considered of practical value, and Hirzel's instruction can only be viewed as an experiment, reflecting great credit upon articulation teaching in general." But Dr. Hartman was too hasty in his judgment, as we all know now.

In the cases of Julia Brace, in the American Asylum at Hartford; Mary Bradley and Joseph Hague in England; Oliver Caswell at the Perkins Institution; Richard Clinton and James Canton at the New York Institution; Juncar Reyes in Spain; and others that followed after Dr. Howe had led the way, various means were used and varying degrees of success attained. In the cases in the New York Institution, gestural signs were used to some extent combined with the manual alphabet. Signs were also used at first in the teaching of Juncar Reyes, the Spanish boy, who, born in 1861, became deaf in infancy and blind at six years. But later they were abandoned, and the manual alphabet, raised letters and writing in the palm, were alone employed. No attempt was made to teach any of these to speak, nor was there any striking departure from the methods used by Dr. Howe, but the amount of language given seems to have gradually increased. Passing over, for the sake of brevity, one or two cases mentioned in the appendix in which sight and hearing were lost after speech had been

acquired, and that of Albert Nolan, who was admitted to the American Asylum at Hartford, in 1886, and is making excellent progress in the acquisition of language, I come to a case of especial interest, Ragnhild Kaata.

Though she is not the next case in point of time, I wish to speak of her first because of the influence that her success had upon the later course pursued with those who began before her, and because in her instruction there has been a marked divergence from the procedure of Dr. Howe that had hitherto been so closely followed. She was born in Norway, in 1873, and became blind and deaf at three and a half years from scarlet fever. When she recovered from her sickness, she had entirely lost what speech she had previously acquired. During the twelve years from 1876 to 1888, she lived in a state of darkness, silence and ignorance, possible only to one in her terrible condition. In January, 1888, she was received in the Institution for the Deaf and Blind, at Hamar. Mr. Hofgaard, the principal, decided to use the oral method in instructing her, two of the reasons given being: "That children both deaf and blind would profit more by the oral method, not being able to write so readily when addressing people not familiar with the manual alphabet. It also would be of no small advantage to them to be able to call persons in the house instead of going to find them by touch or using inarticulate sounds." On the first day, she was taken into the classrooms and allowed to feel the mouths of the teachers when they asked questions, and then the mouths of the pupils when they answered the questions. Blowing games with paper balls, etc., followed with the mouth in position for "f" and "p". He then gave her letters cut from pasteboard. He caused her to touch "f", wrote it in her hand, let her try to write it herself on the table with her hand, said "f" and made her say the same. He taught several consonants and then several vowels in this way. Then syllables and then words. Later, the pasteboard letters were replaced by a form of raised writing with thick ink.

Most of our information concerning Ragnhild Kaata has come from Mr. Lars Havstad, a Norwegian gentleman, who,

though deaf, reads and writes English with ease. Under date of March 4, 1889, Mr. Havstad says, "If someone wishes to speak to her, he will take her right forefinger and write on the palm of her left hand. She repeats *viva voce* what he writes and answers orally and as intelligibly as pupils that have their eyes safe and well." Two years later, in March, 1889, Mr. Havstad says of her: "She understands her teachers, her playmates and many others when touching their mouths and teeth with two fingers? Sometimes new words must be written in the palm of her hand, on her forehead or on her breast, and in this way, strangers make themselves understood by her. She never feels a word written without spelling it orally. Those around her find no difficulty in talking to her about the daily occurrences in the household. She speaks more distinctly than many deaf persons in full possession of their sight." She has not been taught the manual alphabet, because it is but little known in Norway and they say would, therefore, not be of much use to her in communicating with others. In place of it, they use what would seem to be a more awkward and slower method of communication—raised letters and writing in the palm. The latter means, however, seems to me a very valuable one for all deaf blind persons, for by it they can receive communication from all educated people, a very large proportion of whom are ignorant of the manual alphabet.

Mr. Havstad, several times, refers to Ragnhild Kåata as being taught *by* speech, and also quotes Mr. Hofgaard as using the same form of expression. But from the published accounts that I have been able to obtain, it was impossible for me to definitely determine whether the palm writing and raised letters precede the speech, or follow it. That is, whether new words and unfamiliar facts are and always have been first given to her by means of speech, or by some other means followed by speech. I, therefore, wrote to Mr. Hofgaard for further information. In his very courteous reply to my questions, he gives me many interesting details of her education and informs me that she *has been taught by speech*. That all instruction has

been and is given *first* by speech, and that the written form is given afterward "to assist her memory."

In this point, Mr. Hofgaard is truly a bold pioneer with the courage of his convictions, and has demonstrated an immensely interesting fact in proving that speech is an adequate means of communication and instruction, even with blind deaf pupils. In this letter he speaks most happily of his success in this case and looks forward with confidence to his next pupil in similar circumstances as presenting much less difficulty.

The accounts that are given of her use and understanding of language show that it is fully as perfect, if not more so, than any of the cases that went before. Here is a person, therefore, who, while in the same situation as Laura Bridgman, though entering upon her education later, possesses the same amount of information and ability to read and express herself in writing and, in addition to this, can speak so intelligibly as to be readily understood by many and can also understand the speech of many people by touching their lips with her fingers. This certainly is a decided advance in the total sum of knowledge possessed.

In Skara, Sweden, there is a small school of five or six pupils, all of whom are both blind and deaf. They are, I believe, being taught by the same method as that employed by Dr. Howe.

Besides those already mentioned, there are now under instruction in this country seven others: Edith Thomas, Willie Robin and Thomas Stringer, at the Kindergarten of the Perkins Institution; Horace Benson, at the New York Institution; Agnes O'Connor, at the Illinois Institution; Linnie Haguewood, in the Institution for the Blind at Vinton, Iowa; and Helen Keller, at the Wright-Humason School in New York City. Of these, all, with the exception of Linnie Haguewood, have received more or less instruction in speech. Their education has in each case been begun since the phenomenal success of Helen Keller has given a new impetus to this great work.

The history of this girl's wonderful attainments is so familiar all over the world, that I hesitate to repeat it. The story reads like a fairy tale, and yet an immense amount of patience,

born of love and a vast amount of labor, has been necessary to produce these results.

She was born in Tuscumbia, Alabama, June 27th, 1880. She lost her sight and hearing at nineteen months. She comes of good stock, being connected on both the father's and mother's side with some of the best families of the North and South. When she was seven years old, her father applied to Dr. Anagnos, of the Perkins Institution, for a teacher for a little girl, and Miss Annie M. Sullivan came to Tuscumbia, in March, 1887. She entered immediately upon her task, employing the manual alphabet exclusively at first, but soon began teaching her to read the raised letters. In four months she acquired more than Laura Bridgman learned in two years. From the moment when the crucial point was passed and the idea of names had flashed into the darkened chamber of her mind, her teacher kept a living stream of language flowing by and around the child, just as it flows about the child who can hear. There was no thought of whether she had learned the word or would understand it. What if she did not? Little by little the thirsty mind would appropriate to itself the stream of life-giving language.

For three years she expressed herself entirely by the manual alphabet. Then she learned of the success of Ragnhild Kaata in acquiring speech and insisted upon learning to speak herself. She received her first lesson in speech from Miss Sarah Fuller, of the Horace Mann School for the Deaf, in Boston, on March 26th, 1890. In eleven lessons she acquired the elements of spoken expression; not perfectly, of course, but sufficiently so that without further special instruction at the time, but by patient labor on her part and constant correction by her teacher and loving companion, she acquired a fluency and distinctness of speech possessed by very few deaf pupils who can see. As rapidly as possible she dropped the manual alphabet in communicating with others, and in a few months was able to dispense with it entirely and used speech constantly from that time to this, in ordinary intercourse with those around her. In the eight years that she has been under instruction, she has acquired almost as much general informa-

tion as a girl of her own age in the possession of all her faculties and a greater familiarity with literature.

As it was, the fact that the Norwegian girl, who is both blind and deaf, had been taught to speak, led Helen to *demand* that she also be taught, so it was this same Norwegian girl's ability to understand the speech of others that made Helen wish to do likewise. Almost as soon as she began to speak, she also learned to understand some isolated words when spoken while her fingers were upon the lips. But she had never been able to understand natural connected speech. She took up the systematic study of speech-reading at the Wright-Humason School, in New York City, in October, 1894. Her progress was such that the use of the manual alphabet was gradually dispensed with, and during the closing months of the year, March, April, May and June, no other means of communication than speech was used with her on ordinary occasions. She herself speaks always in a very pleasing voice and is understood perfectly by almost every stranger. Her language is not simply grammatical, but is beautiful, choice English, expressing the exquisite charms of mind and heart that captivate all who know her.

In the preparation of this paper, I have met with the names of fifty-four blind deaf persons. Of these, forty-three have acquired through teaching more or less knowledge of grammatical language, six were never educated, and the condition of five is unknown to me. Of the forty-three that have received some education, twenty-four were taught wholly without the use of gestural signs, only language spelled either by manual alphabet, raised letters, or palm writing, being employed. Ten were taught in part by gestural signs, and in the cases of nine, I do not know whether they were employed or not. Among the twenty-four that have been educated wholly without the use of gestural signs, are included all that have been most successful, and almost all that have been even moderately successful. Whether this means that gestural signs are detrimental to the highest attainments of the blind deaf children, or simply that they are less effective than some other mode of communication, I leave for others to decide. One

thing, however, is clear. The language of gestural signs is not *necessary* in the successful education of blind deaf children, for far better results have been obtained without them than with them.

In our rapid glance over the history of blind deaf persons, we have seen them advancing steadily from the time when, less than sixty years ago, they possessed no higher development of mind than is possible in an intelligent ape, to the present time when some of them move in the most intellectual circles and shine among the brightest stars. We have seen the first great step accomplished by Dr. Howe of giving a command of grammatically constructed language. To this Hirzel added the power of oral expression. But for forty years, no one had the courage to follow him. During this period, however, the command of written and spelled language was slowly increasing. Then came an epoch making time, in 1887 and 1888, when Hofgaard once more taught speech and to it added speech-reading. This time, not as an "experiment," but as a working and exclusive means of communication. And now all blind deaf pupils are not only given an understanding of language, but are being taught to speak and understand spoken words. And, as the years go by, it is natural for us to expect that this speech and speech-reading will grow more and more perfect. There remains one other great departure possible in this country, and that is, the entire education of a child both blind and deaf as wholly *by* speech as hundreds of his seeing brothers and sisters in pure oral schools. I fully believe this to be possible, but whether it would be an economical expenditure of energy is a question I am not yet ready to answer.

But by whatever method we may prefer to carry on our work, we are still all bound together in one great enterprise, in our objective point we are united, and that is, the brightening and cheering of all darkened lives. May this strong bond of sympathy and fellowship never be loosened, and may the time never come when each may not turn to the other for help, advice and encouragement, with perfect confidence that they will be granted in full measure.

CHAIRMAN:—"Next on the programme is a paper by Miss Lillie E. Warren, entitled "Hints on Voice Culture."

HINTS ON VOICE CULTURE AND METHODS OF OBTAINING CERTAIN ELEMENTS OF SPEECH.

BY LILLIE EGINTON WARREN,
New York City.

Among all classes of persons there is prevalent a surprisingly large number of throat diseases; and among public speakers, marked mannerisms are common, which denote tension of some portion of the vocal apparatus. Self-consciousness produces the tension, which in turn causes wrong efforts to be made, and wrong efforts induce liability to disease. Therefore, to develop good voice in our deaf pupils, we must lead them out of self-consciousness. Let this be the keynote of all vocalization.

The great law of use teaches that all effort must be directed to some end outside of itself. The muscles of the arms and chest are not developed by thought concentrated upon them, but by applying energy to the lifting of heavy weights, the moving of dumb-bells, the rowing of a boat or by motions accompanied by elevated mental states. Walking is a beneficial exercise when the mind is entertained by agreeable sights; thought directed to the mechanical process of taking steps, in a short time, would prove fatiguing as well as detrimental to ease of carriage. For this reason I am not in favor of allowing the deaf, when learning, to put their fingers upon their throats; by doing so they become self-conscious, and an unnatural tension is produced. In stating this to be my belief, I speak in opposition to a practice which has been sanctioned by eminent teachers; but I do not do so hastily or from a wish to differ. As some of you may be aware, half of my hours are spent in overcoming defects of speech and voice among the hearing, and in consequence, I am able to compare

the vocal defects of many persons. It has been my aim to give the deaf the benefit of my experience among the hearing.

In the world of speech and song, two important facts are recognized, viz: the necessity of the careful adjustment of the vocal bands and of the maintenance of a free larynx. How is it possible for the deaf to acquire these essentials for the health and strength of the vocal organs?

First, we will remind ourselves of certain vocal truths: the voice is formed in the larynx and the various vowel sounds are produced by changes in the shape of the voice-tube, or in other words, in the space between the glottis and the lips. Vowels, then, are the results of open positions, but consonants are formed by actions within the mouth or by the lips. These actions may or may not be accompanied by the voice.

During the formation of those which do not require voice, the edges of the glottis are not in vocalizing position and thus are relaxed. Let such breath consonants be the first ones taught to the deaf pupil. You all are familiar with the exercises of blowing feathers and small bits of paper, and no doubt, all teachers of the different phases of the element method, by some such means, teach the sounds of "wh," "p," "f," "t," and "th." In very young children "k" may be let alone, for, if forced, it is frequently converted into a click and that is not a proper substitute. Let the action of the back of the tongue be developed when the child is more advanced; he will then learn to manage it with greater appreciation of its movements. Unless some such care is taken with children of marked nervous temperament, a habit of stuttering may be easily formed. It will be remembered that I am speaking of very young children.

I prefer to develop an "s" and "sh" without the pupil knowing anything of the mechanism. Analysis of these sounds shows them to be formed by a current of breath being directed between the hard palate and the tongue, while the lingual member is held free and soft. Those of us who hear can maintain such a condition because most of us are not conscious of the action within the mouth and are listening to a sound. If the deaf pupil is directed to put the point behind

the lower lips or to brace it in another way, it is impossible for him to keep it in a relaxed state. • However, if he is taught to make the hissing sound without any reference to the tongue, he gives it in a perfectly natural manner and the organ is in a proper condition to form the succeeding sound with ease. I hold the pupil's lips in just the position which accompanies "s," and, with the fingers of the other hand, I raise his tongue by pressure under the chin, and direct the child to blow a piece of paper from his hand. The result is that an excellent "s" is given. If the corners of the mouth are pressed somewhat nearer together, while the blowing exercise is continued, "sh" can be formed.

Voice, I develop from the laugh, and, of necessity, the Italian "a," the base of all vowels, is the first one taught. While the pupil's mouth is opened and his tongue flattened, it may be well to pat him upon the back. Now is the time to remember that pure voice is formed by careful adjustment of the chords. Undue haste at this point may produce wrong vocalization. The next step in advance is made with long "e." The pupil is directed to continue the sound of "ah" and, while he is doing so, I raise the top of his tongue by pressure under the chin. "OO" is formed by rounding the pupil's mouth while he is making the sound of "ah;" if the vowel is not correctly sounded and the larynx is seen to be high, press down the corners of the lips. The other vowels are developed by imitation of positions but none of them until the three chief ones, "ah," "e" and "oo" are well mastered. With these three vowels, I form exercises for the voice which are continued for some years. I show the pupil that all vocal consonants are, with two exceptions, just like the breath consonants with the addition of "ah" given with the necessary lingual or lip-action, and that three of them have nasal forms. The two exceptions "r" and "l" are taught as movements of the front half of the tongue given simultaneously with "ah."

I early impress the pupil with the fact, that the various emissions of breath which he is making produce positive effect upon others—it may be of pleasure or the reverse. In order that they may be agreeable, he himself must feel so dis-

posed. Of course, he is too young and inexperienced to be pleasant because he ought to be so. Our own sensations, when told by the photographer to look pleasant, should be convincing. The homely adage, "An ounce of prevention is worth a pound of cure," points the moral in this case. Let the teacher put the pupil in a happy frame of mind before beginning the lesson, and continue that condition by encouraging the child in all laudable efforts. In short, let the instructor manifest kindly tact. If I wish a pupil to give a vowel with greater strength and clearness, I never tell him to make it louder (which to him would mean more effort), but I tell him it is not long enough to reach me. I stand farther off and represent to him that the sound does not go as far as where I am.

All of the above expedients give a good adjustment of the vocal bands. For the maintenance of a free larynx, I show the pupil that all support of the head must be performed by the muscles of the back of the neck, and that the chin must never be bent upon the throat during speech.

Remembering that the larynx is in its lowest position while the vocal "oo" is formed and that it should be free to rise in giving other vocal sounds, I give the following exercise:—

"oo" (short)—"ah" (prolonged)..

"oo" " —"ah" "

"oo" " —"aw" "

"oo" " —short "e" "

"oo" " —short "a" "

etc., etc.

It has been customary for teachers of the deaf to assert, positively, that a very small amount of hearing causes an improvement in a pupil's voice. In common with others, at one time, I believed this idea to be a true one. Observation, however, has convinced me that such is not always the case. Facts are stubborn things and sometimes compel theories to take to wings. What is that condition which we designate as "a small amount of hearing?" From practical experience, normal persons know nothing of what it is; it is necessary to

draw upon our imagination. By thus putting ourselves in the place of our pupil, we will realize, perhaps for the first time, that very few impressions of any kind reach his mind through his ears. It is a question whether we would care much to try to listen, if all our friends talked in another room behind closed doors, and we never seemed to be any nearer the sounds. Yet such is practically the effect to the person who has a small amount of hearing power.

What he does hear does not sound to him as it does to us, and it does not produce the same impressions upon him which we receive by it. Furthermore, it is possible for a very deaf individual to grasp some sounds made by others and not be able to hear his own voice unless he raises it to an unnatural key. After we have perfectly heard the same sound thousands of times, we can reproduce it accurately; after a very deaf pupil has imperfectly heard it a very few times, he cannot imitate it well. The only course open to the teacher is to educate the hearing without appealing to the eye, thus forming a sound-centre in the child's brain, and after that work has been accomplished, he will have his pupil in condition to make intelligent use of his hearing powers in efforts to modify his voice. It may be stated as fact, that unless there is hearing enough to enable a person to receive correct impressions, he has no reliable aid in vocalizing; and that what is vaguely termed "a small amount of hearing," unless educated, conveys only erroneous impressions. On the importance of that small amount being educated, there ought not to be any difference of opinion.

This outline of my method is presented to my fellow-workers with the hope that the younger ones may be encouraged to apply to the speech of their deaf pupils the principles of correct vocalization.

CHAIRMAN:—"Mr. Haskins, of the Chicago Day-Schools, will now give us a paper on phonetics."

PHONETIC COMBINATIONS AND THEIR RELATION
TO ARTICULATION AND LIP READING.

BY C. N. HASKINS,
Chicago, Ill.

My interest in the teaching of speech to the deaf commenced in 1880, when I began my work as teacher in the Ohio Institution. My brother, two years my junior, had just graduated from that Institution and had entered the College, at Washington. I was myself fresh from a normal university, where I had taken an extensive course in elocution and voice culture.

Mrs. Kessler, of sainted memory, then enjoying the reputation of being among the foremost teachers of articulation in America, was in charge of the articulation department of the Ohio Institution. I took a course with her in "Bell's Visible Speech," and often assisted her in the practical work of the school-room. I often, at that time, insisted that her pupils should be taken through a series of vocal exercises, involving every possible position of the organs of speech in the production of sound, and I sometimes actually took her class through simple vocal exercises, such as were practiced by an ordinary class in elocution.

During the summer of 1881, my deaf brother and myself spent six weeks of our vacation together at the Ohio Normal University, at Ada, where I began the instruction of my brother in the acquirement of speech. At that time, various combinations of sounds were made, especially in the direction of securing an alliteration of the vocal sounds in sentences, such as, "The deer eats green leaves," "See me eat the lean meat," etc. In six weeks, my brother, who had been deaf from infancy, an adult twenty-one years of age, was able to speak distinctly any short word that could be given him and, also, many sentences; written testimony of which I have from one of the professors of the University. When the time arrived for him to go back to Washington, I hesitated as to

whether I should keep him with me until he had acquired a complete mastery of speech, or not, but finally decided to let him go on with his class, intending to devote the whole of the next vacation to developing his speech, but he died of typhoid fever a few weeks after his return to college. This was the extent of my experience as a teacher of speech to the deaf, with the exception of a few private lessons to some of the adult deaf teachers of Ohio, until I took up oral work in the Chicago Day-Schools, two years ago.

At the time I was teaching my brother, I formed this theory of the vowel sounds: that the roof of the mouth is a sounding-board, and that each sound depends upon the particular point, forward or backward, upon which the sound is directed, or focalized. Thus, beginning at the point of the teeth and going gradually backward, we find the vowel sounds are made in the following order:—

\bar{E} , \bar{I} , \bar{E} , \bar{A} , \bar{U} , \bar{A} , \bar{A} , \bar{O} , \bar{A} , \bar{A} , \bar{E} , \bar{OO} , \bar{O} , \bar{OO} ,

making fourteen simple vowel sounds.

\bar{A} , \bar{I} , \bar{U} , \bar{OU} and \bar{OY} ,

are compound vowels, or diphthongs, combinations of the simple vowels. Thus,

$\bar{A}=\bar{IE}$, $\bar{I}=\bar{AE}$, $\bar{U}=\bar{EOO}$, $\bar{OU}=\bar{AOO}$ and $\bar{OY}=\bar{AE}$

This makes nine vowel sounds in all. Some phonologists make other distinctions, but they are so minute that it is difficult for the ordinary ear to make them fit into the scale of the vowel sounds outlined above.

These nineteen vowel sounds should be represented by only nineteen characters, but, sad to relate and sadder still to put in practice, nearly all of these vowel sounds are represented by various letters or combinations of letters in the formation of particular words, so that one can almost assert that, in the English language, orthoepy and orthography are not related. Leaving out of the count those consonants which seem to be a part of the vowel such as "gh" in eight, we have one hundred and thirty nine equivalents for the nineteen original vowels,

making altogether one hundred and fifty eight characters which represent only nineteen vowel sounds, many of which are exceedingly contradictory and confusing, to say the least; so much so, in fact, that it has been asserted that our very orthography teaches our children to lie.

All the combinations of the vowels and also of the consonants are shown in my charts in their proper relations. These charts I use constantly with my classes, of course, keeping within easy range of the child's advancement.

We will now consider the chart of the aspirates from which we gather the following facts: There are six simple aspirates which I classify, according to use, into initial and terminal aspirates. The aspirates, of course, are the whispered or atonic elements, "p," "f," "th," "t," "s," "k," for which there are fourteen equivalents. There are also only six initial compound aspirates: "sh," "sp," "sf," (sph) "st," "sk," and "tsh" (ch), of which I have eight equivalents, but the terminal compound aspirates are too numerous for specification. In my investigation, I have found fourteen consisting of two elements, eighteen of three elements and seven of four elements.

The chart of the subvocals, or subtonics, gives us twelve simple subvocals used initially and thirteen used terminally, "y" being purely initial, and "zh" and "ng" being purely terminal. For these there are nine equivalents. There are seven initial compound subvocals, "j," (dgh), "br," "bl," "dr," "dw," "gl" and "gr." We have forty compound terminal subvocals consisting of two elements, thirty-one consisting of three elements and five consisting of four elements.

The chart of the aspirate and subvocal combinations gives us sixteen initial compounds of two elements, as; "pr," "pl," etc., and eight of three elements, as; "spr," "spl," etc. We also have twenty-one terminal compounds with two elements, forty-seven with three elements, fifty-three with four elements and twenty-seven with five elements. In initial combination of aspirates and subvocals, the aspirate precedes the subvocal, while terminal combinations are always closed with an aspirate.

Altogether, then, we have about three hundred and fifty

elements and combinations used in speaking the English language, without combining vowels and consonants. The combinations of all the consonants and their combination with each of the nineteen vowel sounds (where they make actual English words) would give us a large and valuable assortment of words for frequent use in the practice of articulation.

The value of this system of charts of the phonetic combinations in the teaching of articulation and lip reading cannot be overestimated, as they furnish an inexhaustible mine of exercise in vocal gymnastics, so thorough and complete that every possible combination of sound in the English language must be mastered. By placing pointers in the hands of two of the children and dictating to them a word at a time as shown upon the chart, to see which can find it first, a very interesting game is provided which results in great expertness in lip reading. The success I have had in lip reading as a result of this exercises has seemed to me remarkable when the short time given to its practice is considered.

I have endeavored to make the charts as complete as possible, but it is probable that some of the combinations have escaped my notice. It is to be regretted that the charts cannot be exhibited in conjunction with this paper, but I trust that some time it may become a part of the literature of the profession in proper and convenient form for practical use.

CHAIRMAN:—"Dr. Williams, of Hartford, will now give us an exhibit of recorded lip-reading by pupils of the American School at Hartford."

DR. WILLIAMS:—"We spend an hour a day in drilling our pupils in this; that is, each pupil has an hour every day. In a great deal of our lip-reading work we employ writing, for the sake of getting more expression from the pupil. A little class in lip-reading—there were ten pupils in the class—had half an hour of lip-reading every day. The whole class wrote together, but some of these stories had been given the class some time before. I will read some of their stories:—

"Augustus Gordon Marshall, congenial, twelve years old,

in school four years, June 17th, 1895. Neither of the stories here given had ever been used by the class before.

STORY.

"Last evening, Miss Allen was walking down town. Many people were walking and driving. She saw a gentleman and lady driving in their buggy. Pretty soon, the horse became frightened at a trolley car, and it ran away. The gentleman's hat fell off in the street. The horse ran up the street, and many people watched him. A man was driving on his bicycle. He did not see the horse coming, and he was almost run over. He fell off from the bicycle to the sidewalk. The man who was driving stopped the horse. A boy carried his hat to him. The lady was brave. She did not scream."

Sentences written by George White, congenital, nine years old, and three years in school.

"A baby laughs. A horse runs. A man walks. A girl laughs. I am warm. I am happy. I am well. I am good. I am sick."

Story written by I. P. Brooks, May 10th, 1895; deaf at five years of age; in school five years.

MADAME MELBA.

"Madame Melba was born in Australia. She has three brothers and three sisters. She was married to a gentleman by the name of Mr. Armstrong. Her maiden name was Melba. We do not know whether her husband is living or not. But she had a great deal of sorrow, and, at last, she decided to leave her home and learn to sing. One of her brothers has a very fine voice. Probably, he will be a famous singer. Her folks were very much opposed, but she had her own way. She went to London, and then went to Paris. She took music lessons of the most famous professors, by the name of Marchesi. She then went on the stage. She was very successful. She stayed abroad and sung. She has a very beautiful home in Paris. It is very handsome, and has very valuable things which people have given her for

"présents. The bed where she slept was owned by a famous queen, named Marie Antionette. Her bedroom is furnished in pink and olive green, for she prefers pink. She has a little boy, eleven years old, of whom she is very fond, but they stay at their beautiful home in Paris only seven weeks in the year, for she is all the time travelling about singing on the stage. I forgot to tell that she was only seventeen years old when she was married."

A MEMBER:—"Don't you believe that is guess work?"

DR. WILLIAMS:—"I believe all speech reading is largely guess work with the deaf, as well as with the hearing. You often hear a person speak when you are able to catch only the key words of a sentence, but your knowledge of language enables you to guess at the missing words.

"This last was written by a pupil who became deaf at five years of age, and has been in school five years. No words were explained. She came to us five years ago, having lost all but two or three words. She has been totally deaf ever since; she could not speak or read the lips. This girl will talk to almost anybody on almost any subject. I believe that the knowledge of speech she had before she lost her hearing was of great value to her. I believe it has come back to her, but when she came to us she had lost it."

CHAIRMAN:—"In this city and in this building, some twenty odd years ago, assembled the Second Conference of Principals. To be more exact, this was, I believe, in 1873.

"Upon that occasion, a young man, I might almost say a mere slip of a boy, was present, by invitation, to speak of an innovation which had been introduced by him into a few of our schools; in fact, a new instrument, or means of instruction in speech which gave promise of practical efficiency never before attained in our work.

"Both in teaching deaf children and in training teachers of speech, this youth had always put the system to the test of successful experiment, but the method was still very new to the profession.

"I am glad to say that that boy of 1873 is with us to-day,

upon the invitation of the Executive Committee of the Oral Section, to address us. I now have the pleasure of calling upon Dr. Alexander Graham Bell."

DR. BELL:—"Mr. Chairman, Ladies and Gentlemen:—That slip of a boy looks back with very great pleasure—very great interest—to the occasion of the first introduction to the profession in this building—in this place—twenty-three years ago. I knew very little about the deaf at that time, but I became interested in the work of instructing the deaf, and I have been with you ever since, heart and soul, and you can't get rid of me if you want to, but I know you don't want to.

"And now I must express the pleasure and gratification with which I have seen the work of this first meeting of an Oral Section of the Convention of American Instructors of the Deaf. I must say that there are many things that go on here that may not be very pleasant for a pure oralist; but sir, for those who believe in the teaching of speech by any means, there is everything to hope for from what we have seen here to-day. Some one said that speech could not be taught without the sign language; they must depend on the signs. You take the pure oral method, and those teachers, at least, have realized that this is false, and it is, therefore, with great hope that I say that the profession has come to realize the fact that something could be accomplished in the teaching of speech to the deaf by any other means. I say that the great hope is in the fact that you can teach speech and speech reading without depending on the language of signs; that you can teach speech and speech reading without depending on the manual alphabet. You can teach speech by any means whatever, and as a member of the American Association for Promoting the Teaching of Speech to the Deaf, I hope that you will go on teaching more and more speech, and speech reading by any means in your power. There is the sign language for the sign schools, the manual alphabet for the manual schools. We want all, whether they are oralists or not, to teach all the speech they can, and I hope this profession will see which methods will produce the best speech and the best speech reading, and I think it will be a grand thing at this first meeting of an Oral Section, when we

can look back into the past and see how this thing has come about. It is the origin of the Oral Section.

"At the first meeting of principals, held in this city in 1872, I presented to the profession the system of visible speech that had been introduced by my father, as a means of representing the sounds of all languages, the letters represented, the position of the vocal cords in forming certain sounds, and they saw that this system might become of value to teachers in all schools, by whatever method of instruction, for developing the powers of speech of the pupils. This system was introduced into this country in 1871, by Miss Fuller, whose work you all know. The board met and thought about it, and invited me to come to America to make the experiment, and that was the cause of my appearance in this place.

"The experiment was made, and, as a result, the system was introduced into several schools. In 1874, it was decided to call a meeting of the teachers of visible speech. This was the first convention of teachers ever called in America. The meeting together of those engaged in the same work was so much a success that it was decided to call another meeting of teachers that same year. The encouragement, without which it is impossible to do good work, was found in these meetings, in the coming together of the teachers and talking over their work. When the convention was dismissed, it left a committee with power to call another meeting at a time and place to be selected by them. There was no other meeting called for ten years, till, in 1884, it seemed best to this committee to call another meeting of the teachers, in the City of New York, and in New York, they decided that it would be a good thing to call together all the teachers of speech. It was a very large meeting and the committee who called the meeting were sorry that they had not done it before. A body is weak if not united, but strong if bound together. It was understood that all the teachers could not agree on all questions, so it was decided to have a meeting where the oral teachers could go, without having their feelings hurt. I was requested to be with the committee at the convention. This was seconded, and I said it would give me pleasure to be present and say a

word. It was decided that it would be better to have a section devoted to the interests of oral teachers, where they could come together and discuss the things that were of interest to them. The committee could not see how this would be received by the convention.

"That committee has really never gone out of existence. It desired to see how an oral section was going to work, and waited till 1886, to find out what this body would propose. The chairman of that committee was unable to be present, and was also unable to find anything in the printed proceedings of that body indicating that the Convention of Articulation Teachers had ever been in existence. It was at this Convention, I believe, that action was taken to the effect that in every school an effort should be made to teach every child to speak and read from the lips, and I felt that with such a feeling, it would not be wise to call a special meeting, but that it would be better to wait and ascertain whether they were going to make an effort to teach speech. So the committee concluded to wait until the next Convention of the American Instructors of the Deaf, which met in New York, 1890, but the committee did not learn whether this was put into effect or not.

"We had hard work to obtain a meeting of the teachers, but we have seen how this works, and I may say that I am encouraged by what I have seen here, and, as the chairman of that committee, I may say that I see no reason for a separate convention. At the New York convention it was decided that the name should be the American Instructors of the Deaf. Our object was to promote the teaching of speech and speech-reading, by signs and any other methods. I will conclude by giving my earnest hopes for the success of this Oral Section."

MR. JENKINS:—"Mr. Chairman and Ladies and Gentlemen of the Convention:—I desire to offer the following resolution:—

"In recognition of the personal worth and professional labors of Miss Harriet B. Rogers, first Principal of the Clarke Institution; Mrs. J. L. Noyes, the first regular teacher of articulation in the Hartford School; her husband, Dr. Noyes, and the venerable Dr. Peet, members of the Executive Committee of the Convention, which authorized the organiza-

tion of the Oral Section; and recognizing, also, the valuable aid to our cause and the amiable character of Prof. Paul Binner, all of whom are unable to be present, be it

Resolved, That the Chairman of this Section be requested to transmit to the persons named, loving remembrance on behalf of this Section."

The resolution was unanimously adopted.

Having completed the work of the Oral Section, Dr. Gordon thanked the members for the honor shown him and declared the Section adjourned.

President Connor took the chair, and the Convention adjourned for dinner.

Afternoon Session.

The Convention was called to order, at 2:30 p. m., with President Connor in the chair.

MR. TALBOT:—"I move that the Convention request that the Principals take charge of the publication of the *Annals* as heretofore."

MR. WILLIAMS:—"Mr. Chairman, I have been requested to submit the following resolutions which covers the matter mentioned by Mr. Talbot:—

Whereas, The financial support accorded through many years by the boards of directors of many of the institutions of this country and Canada to the *American Annals of the Deaf* has been an essential element of the marked success which attended the publication since its revival in 1868; and

Whereas, Such support has been obtained in the past, and is likely to be most easily secured in the future, by an organization deriving no funds from other sources; be it

Resolved, That in view of the proposed organization and incorporation of the Convention of American Instructors of the Deaf into an association which may hold funds and possibly be endowed, it will be prudent and for the best interests of the members of the profession at large, to whom the *Annals* is a organ of great importance, that the publication of the said magazine be hereafter conducted under the direction of a com-

mittee of the Conference of Superintendents and Principals of American Schools for the Deaf.

DR. GALLAUDET:—"I move the adoption of the resolution."

MR. TALBOT:—"I withdraw my motion and second that of Dr. Gallaudet."

The motion was put and the resolution declared adopted.

The work of the Normal Department was taken up, and Mr. A. B. Greener, of Ohio, read the following paper.

SOME REMARKS ON OUR WORK.

BY A. B. GREENER,
Ohio Institution for the Deaf, Columbus.

Mr. President, Ladies and Gentlemen of the Convention:—

One of the most important elements in the education of a deaf child and, at the same time, the most difficult to impart to it, is a good use of language.

From the time the deaf were first considered fit subjects to receive education, to the present, the mastery of language has always been their great stumbling block. But can we, or should we, justly blame the deaf for this defect after carefully taking into account all the obstacles they have to contend with, when compared with children in the full possession of all their faculties?

The hearing child upon its entrance to the public schools, already acquainted with its a, b, c's, is in command of a language by which it can make its immediate wants understood. All it has to do, then, is to increase its fund of words. This it readily secures through its sense of hearing. Contrast the deaf child with it. Unless, through previous instruction at home, when it comes to us at the age of six or eight years its mind is a blank as far as the alphabet and the simplest words are concerned. Thus, at the very outset, the teacher has to impart to the deaf child what perhaps the hearing one knew at two or three years of age.

The first two or three years of a deaf child at school is its most important period. At this stage, the foundation of its future success or failure, in language, at least, is set. The teacher under whom it is then placed, is its real architect. It is of first importance, then, that he or she be not a *raw* recruit, but a veteran of the field, skilled in the work and especially in the use of pantomime. The teacher should be in full sympathy with the child and be able to converse with it in a manner to arouse its interest at the start, and thus urge and lead it on step by step into the realms of knowledge. An unskilled teacher in signs cannot accomplish this. He lacks the means by which to convey ideas to his pupils. A mere knowledge of the manual alphabet is not sufficient with a class of beginners. The teacher is not placed there as a pupil. If he is a novice, can we expect those under him to make reasonably fair progress in their studies? Certainly, no more so than those attempting to master a foreign study under an instructor ignorant of it himself.

As to the best method of teaching language to the deaf, opinions differ. Those there are who insist that pantomime is the most effective in imparting ideas to the pupil to aid it in the acquisition of good English. Others insist that finger spelling accomplishes as much. Some claim that written language, by having the pupil copy and commit to memory words, sentences and stories, is most effectual. And lastly, by the oral method, a process of itself, slow and tedious. In reference to this last, we quote the following:—

“What is the difference between lip-reading and the sign language? The deaf mute reading the lips, hears not the voice of the speaker, but merely reads the signs of his lips. When reading the fingers of the manualist or watching his arms, he hears no voice but merely reads the signs of the same, and as the grammar of both the oral and the manual graduate remains irremediably faulty, and as the latter method is by far the easiest, quickest, and least painful, it is plain enough to know the place the former method should occupy in deaf-mute instruction.”

Leaving out methods altogether and coming to the point as

to the language of our pupils, it becomes apparent that a more thorough drill in composition is necessary. While it is true pupils in the higher grades can compose, fairly well, short sentences, it is equally true that when it comes to writing out a story given in signs or they are asked to write a short composition on some familiar object, they show a lack of training. Is this the fault of the teacher or pupil? Probably both. The one that does not use vigorous signs whereby to awaken interest in the pupil and thus help him to grasp and hold on to the threads of the story painted by signs.

A story repeated in signs as it is printed, word for word, fails to excite interest in the pupil for the reason that no ideas are carried to his mind upon which he must depend for the thread of the story throughout its composition. This sort of pantomime is an interest killer. Pity the child that is compelled day after day to go through such routine. It is simply time wasted, and, if the pupil makes slow progress, or none at all, in his composition, we should not blame him by attributing to him a want of intelligence, nor class him among those who are stupid. He has simply been given nothing on which to build.

We are all charmed with the eloquence of the great orator or the beauty and sweetness of the voice of the gifted singer. Their ringing words and lovely songs leave lasting impressions upon us. The same is true in the use of pantomime. If we desire to make an impression upon the mind of the pupil, and set his thoughts to work, the sign language is that instrument. And in no place is this needed more than in the younger classes. Hence it is of great importance that there the teachers are well versed in signs.

I am perfectly aware that the teacher is not always to blame for the slow progress some of his pupils make in language. As in schools for the hearing, so in those for the deaf, there are found some "backwards." Because we find some of our pupils murdering the "King's English" and do not seem inclined to let go, it should not be laid at the door of signs. There are other causes for it.

In the Ohio institution, there have been four pupils, three

boys and one girl, coming from one family (by the name of Geer). The boys enjoyed to some degree the sense of hearing, sufficiently so that when spoken to a little above an ordinary tone, they were able to carry on conversation with the speaker. One would suppose, then, that their language; either written or spoken, would be entirely free from deaf-mutisms; yet in all my experience as a teacher, I have never met with such poorly constructed language as they wrote in their recitations, it was far inferior to pupils born deaf. But note the difference. Their sister, while she could articulate a few words, was void of hearing. She showed a better familiarity with language and could compose diction from signs more readily and more correctly than her brothers.

I do not believe that the use of signs tends to mix up the English language of the deaf. A deaf child taught wholly by finger spelling will show the same defects as those arising from being taught by pantomime. Even the orally taught show the same peculiarity. The real cause of this failing is that English is a language foreign to the deaf—precisely as German, Latin, Greek, or French is to one who undertakes to master either one or all of these tongues. As teachers, then, we should not be unmindful of the great responsibility placed upon us by parents or friends of children who have given them in our care to instruct, so when they leave us they may be able to cope with every day affairs. Imparting to them a fair knowledge of history, geography and arithmetic is not sufficient. The great essential is language. Inability to use it freely and correctly is a great hinderance to the deaf's success in business affairs.

Since language is of first importance in the instruction of the deaf, the question arises, what means shall the teacher employ in order that the pupil can attain a more correct use of it? The mere drilling in short sentences or phrases does not fully meet the requirements. There is too much monotony connected with it and the pupil is likely to use too often the same expression, varying it just sufficiently to suit the new word or phrase. To overcome this, and, at the same time, greatly assist the pupil, frequently, short stories should be

given the class to write from signs. All words or idioms, of which the class is unfamiliar should be previously explained or made clear to them. This kind of work should not be left to the more advanced classes, but begun in the younger classes of the primary grade. Neither should the exercise be limited to once a month, or a week, but two or three times a week, or daily, if time allows. A good plan is to test the pupils upon the meaning of words taught. The pupil who has a large vocabulary of words, and understands their meaning, will find little difficulty in expressing, in fairly good language, anything that has been told him in signs.

After pupils have written out a story, question them on it by written questions and also have them write out the answers. This method will serve a two-fold purpose: First, in ascertaining whether the pupils comprehend the story, and second, in teaching them conversational language. As a valuable aid in this kind of work, a course of graded readers should be used. I would not advocate that the lessons therein be committed to memory by the pupil. Readers are not designed for such a purpose. Allow the pupil to read a lesson, if a short one, or a paragraph, and then have him give his version of what he has read in signs. If he gives a correct account, we will know that he has read understandingly. If he falters in his attempt, or is unable to comprehend what he has been reading, the teacher should come to his aid by explaining or making clear the passage to his mind. After awhile, the whole class will become interested in this kind of work, and thus we will stimulate in the pupil a taste for reading, which to the deaf we know is of utmost value in aiding them to secure a good use of language. I know it is a fact, gleaned from observation, that those pupils who, while at school, read most, in the end proved good masters of English.

The teacher will find useful adjuncts in action writing and description of pictures. The former is only another name for signs, yet it serves the same purpose as pantomime in setting the pupil to thinking and putting into language that which he has just seen performed.

Let it be remembered that the teacher's duty is to give or

portray knowledge to the pupil and assist him over difficult places; make plain to him that which is clouded or obscure to his mind. The readiest means to accomplish this purpose for the deaf is through the medium of the sign language. Because there be some who decry the use of signs, deeming them injurious and a hinderance to the deaf in the acquisition of a correct use of language, should not cause us to discard or cast them aside. We do not deny that speech is valuable to the deaf. Where its teaching warrants it, it should be given, and insisted upon by parents. But signs, from the earliest education of the deaf, have formed the major portion in bringing them (the deaf) from a world of darkness to that of light. Shall we now, then, frown upon them, and take away the only boon the deaf have which brings joy, happiness and enlightenment to their minds?

Here is a quotation of now Principal Crouter, as to their importance, delivered at the Jacksonville Convention of the American Instructors of the Deaf and Dumb, in 1882. Let it be recorded that he was then a teacher in the Institution over which he now presides.

"We may be asked: Do you use signs?" we reply that for purposes of explanation, illustration and instruction before the whole class, we use them to the greatest possible extent, only being careful not to do so to the exclusion of written language. We should be *extremely sorry* to class ourselves among those who would banish signs from the class room—to our mind they are the surest, readiest and best means of reaching the darkened understandings of our pupils."

CHAIRMAN:—"We will now have a paper from Mr. Lars M. Larson, of New Mexico."

FREE PUBLICATIONS FOR THE DEAF.

BY LARS M. LARSON,

Superintendent New Mexico Asylum for the Deaf, Santa Fe.

Mr. President:—We are here to consult and advise as to better methods and means of instructing the deaf, and of advancing their interests in America.

I now ask your advice and opinion about resolutions which I will soon offer to you in regard to "An Act to Promote the Education of the Deaf." I trust that they will be worthy of notice and of interest to you, and believe that we can obtain a concession from Congress that will provide publications, such as, school books, magazines, pamphlets, and other periodicals, and also various articles of tangible apparatus for the instruction of the deaf, free of charge, to all schools for the deaf in this country.

Over sixteen years ago, F. J. Campbell (an American and a graduate of the Kentucky School for the Blind, now Principal of the Normal College for the Blind, in England) made efforts, and, with the help of other friends of his, succeeded in having Congress pass an Act, March 3rd, 1879, for a subsidy of ten thousand (\$10,000) dollars a year to provide publications in line letters, raised type, writing points, and tangible apparatus for the instruction of the blind in this country in proportion to the numbers of pupils in attendance in each institution, hence a Printing House for the Blind has been established at Louisville, Ky. Under the provisions of the above Act, I am one of the members of the Board of Trustees of the American Printing House for the Blind, and have obtained a good number of books from the House, free of charges, for my School for the Blind, in New Mexico. The enumeration of the pupils in all the institutions for the education of the blind in the United States, for the year ending June 30th, 1894, gave 3,630 pupils. The quota for each pupil is \$2.755. I think that we might get a similar subsidy from Congress to help on the

Volta Bureau, at Washington, D. C., for the increase and diffusion of knowledge relating to the deaf, to print, give and distribute free, or sell such publications and apparatus at cost of printing, in regard to the education of the deaf in America, similar to the concern in Louisville, Ky.

The resolutions proposed are as follows:—

Resolved, That we feel the great and important need of national aid in improving the mental condition of the adult deaf in the United States by supplying them with suitable reading at cost.

Resolved, That as our national government has donated liberal appropriations to support colleges and institutes for the benefit of agriculture and the mechanical arts in all the States and Territories, and also has donated a good subsidy to the blind to promote their education in this country, we ask for such aid from the Government at Washington, D. C., to provide publications like those stated in the Act to Promote the Education of the Blind, to be employed in the education and instruction of the deaf in this country.

Resolved, That a committee of five members of this Convention, be appointed by the President to draft and send a bill to Congress for an annual subsidy necessary to print such publications and apparatus as they deem best on the general course and methods of instruction of the deaf, and to decide upon the distribution of them to all public schools for the deaf according to the numbers of pupils present in each school.

Resolved, That we pledge ourselves to do all in our power to promote the passage of a proper bill of this description through Congress and to hasten the time to advance the education of the deaf in general in America until the action is accomplished.

The American Association to Promote the Teaching of Speech to the Deaf ought to be included in this Convention, because we are all here for *all the methods* of instructing the deaf. Our publication, *The American Annals of the Deaf*, can be transferred to, and conducted and published under charge of the Volta Bureau, of which the Superintendents and Principals of all schools for the deaf in our country will act as Trustees without compensation for their services.

There is a new project talked of and stirred up among the instructors of the blind in this country in regard to the necessity of having a National Normal College for the Blind to promote and impart more advanced and higher education for the blind, and I believe that they will ask Congress to maintain it

the same way they have favored the deaf, with a National College, at Washington, D. C.

"Let us, in turn, try to get Congress to aid us in getting publications and apparatus free, the same way as the instructors of the blind receive them, while they take the other turn to try to have a college for the blind's good cause.

CHAIRMAN:—"As this is a session of the Normal Department of the Convention, I do not think we would have the right to take any action binding the Convention, so I think we had better lay this resolution aside for consideration at some other time."

The hour having arrived for the meeting of the Auricular Section, the Normal Department adjourned and Supt. J. A. Gillespie, Chairman of the Auricular Section, took the chair, and introduced Mr. R. S. Rhodes, of Chicago, who spoke as follows:*

THE TEETH THE BEST MEDIUM AND THE AUDI-
PHONE THE BEST INSTRUMENT FOR CON-
VEYING SOUNDS TO THE DEAF, AND IN
TEACHING THE PARTIALLY DEAF
AND DUMB TO SPEAK.

BY R. S. RHODES,
Chicago, Ill.

Mr. President and Ladies and Gentlemen:—I would like to relate some of the causes which led to my presence with you to-day.

About sixteen years ago, I devised this instrument, the audiophone, which greatly assisted me in hearing, and discovered that many who had not learned to speak were not as deaf as myself. I reasoned that an instrument in the hands of one who had not learned to speak would act the same as when in

*Prepared for publication by Mr. Rhodes at the request of the Committee.—Secretary.

the hands of one who had learned to speak, and that the mere fact of one not being able to speak would in no wise effect the action of the instrument. To ascertain if or not my simple reasoning was correct, I borrowed a deaf mute, a boy about twelve years old, and took him to my farm. We arrived there in the evening, and during the evening, I experimented to see if he could distinguish some of the vowel sounds. My experiments in this direction were quite satisfactory. Early in the morning, I provided him with an audiphone and took him by the hand for a walk about the farm. We soon came across a flock of turkeys. We approached closely, the boy with his audiphone adjusted to his teeth, and when the gobbler spoke in his peculiar voice, the boy was convulsed with laughter, and, jumping for joy, continued to follow the fowl with his audiphone properly adjusted, and at every remark of the gobbler, the boy was delighted. I was myself delighted, and began to think my reasoning was correct.

We next visited the barn. I took him into a stall beside a horse munching his oats, and to my delight, he could hear the grinding of the horse's teeth when the audiphone was adjusted and neither of us could without; in the stable yard was a cow lowing for its calf, which he plainly showed he could hear, and when I led him to the cow barn where the calf was confined he could hear it reply to the cow, and by signs showed that he understood their language, and that he knew the one was calling for the other. We visited the pig-sty, where the porkers poked their noses near to us. He could hear them with the audiphone adjusted, and enjoyed their talk, and understood that they wanted more to eat. I gave him some corn to throw over to them and he signed that that was what they wanted, and that now they were satisfied. He soon, however, broke away from me and pursued the gobbler and manifested more satisfaction in listening to its voice than to mine, and the vowel sounds as compared to it were of slight importance to him, and for the three days he was at my farm, that poor turkey gobbler had but little rest.

With these and other experiments, I was satisfied that he could hear, and that there were many like him, so I took my

grip and a dozen audiphones and went to the Institution for the Deaf, at Indianapolis, selected a class who could hear well and presented the Institution with the instruments; from there to Washington Heights, where I first met Supt. Clarke, of the Michigan School, our host, and Mr. Jenkins, of the New Jersey Institution, who were then teachers under Dr. Peet, of this Institution, and the Rev. Dr. Gallaudet, all of whom witnessed my experiments. Many of the speechless deaf could hear. I left a dozen instruments and proceeded thence to Hartford, the Clarke Institution, and Philadelphia. In all institutions, I found many who could hear well, and presented the instrument with which this hearing could be improved and brought within the scope of the human voice. But at Philadelphia, I was astonished, for here I found a bright girl with perfect hearing being educated to the sign language. She could repeat words after me, parrot-like, but had no knowledge of their value in sentences. I inquired why she was in this Institution, and by examining the records, we learned she was the child of deaf-mute parents, and had been brought up by them in the country out of Pittsburg, and, although her hearing was perfect, had not heard spoken language enough to acquire it, and was informed by Prof. Foster, the then Superintendent of this Institution, that she preferred signs to speech. I was astonished that a child with no knowledge of the value of speech should be permitted to elect to be educated by signs instead of speech, and to be so educated in a State institution. This circumstance convinced me more than ever that there was a great work to be done in redeeming the partly deaf children from the slavery of silence, and I was more firmly resolved than ever, that I would devote the remainder of my life to this cause.

Shortly after my return home to Chicago, I received a letter, post-marked Omaha. On opening it, I found it to be signed Jas. A. Gillespie, asking me if I would come to Omaha and see what could be done for the children in his institution. This was farther west than I had ever been, but I resolved that distance was not to be considered in this cause. So I packed my grip and with a dozen audiphones and my audi-

ometer started for that distant city, where I engaged a conveyance and drove to the institution, and away back from Omaha after making my way down dales and over hills, away back there in the beautiful and fertile country on the summit of a hill overlooking the city, I found the good Nebraska institution, the School for the Deaf, and was welcomed by our honorable chairman; but he is more of a man now by 75 pounds than he was then. I soon saw that he was a man who would hold fast to every good educational method for the deaf, even as he held to those good things in his diet.

We found, to his pleasure, that many of his children could hear. We organized a class by selecting a dozen children who could hear best. I presented him the instrument, and this class, the first to be taught through the sense of hearing in this institution, was long known as the "Audiphone Class," and I afterwards received many gratifying letters from him assuring me of the rapid progress this class made in learning to speak, and I am glad to note that he has ever since been enthusiastic in his advocacy of appealing to the hearing of the partly deaf, and although some of the institution papers have attacked him for this, yet I venture to say that could all the printer's ink in the world be spread on institution papers, and all devoted to these attacks, they could not convince him that many of the children in his institution do not hear, for he has seen with his own eyes, and been convinced by the voices of these deaf children which he has heard with his own ears, that great good may be accomplished by appealing to this sense of hearing they possess, however defective it may be.

I have had learned scientists tell me that I could not hear through my teeth. It would take more scientists than ever were born to convince me that I did not hear my sainted mother's, and beloved father's dying voice with this instrument, when I could not have heard it without.

It would take more scientists than ever were born to convince me that I did not hear the voice of the Rev. James B. McClure, one who has been dear to me for the last twenty years, and accompanied me on most of my visits to institutions spoken of above, and who has encouraged me in my labors for the deaf all these

years, say, as I held his hand on his dying bed, only Monday last, and took my final leave from him, (and let me say, I know of no cause but this that would have induced me to leave him then): "Go to Flint, do all the good you can. God bless your labors for the deaf. We shall never meet again on earth. Meet me above. Good bye."

And, Mr. President, when I am laid at rest, it will be with gratitude to you, and with greater resignation, for the active part you have taken in the interest of these partly deaf children in having a section for aural work admitted to this National Convention, for in this act, you have contributed to placing this work on a firm foundation, which is sure to result in the greatest good to this class.

You have heard our friend, the inventor of the telephone, Prof. Alexander Graham Bell, who I see present with us to-day, say that in his experiments for a device to improve the hearing of the deaf, as he was not qualified by deafness, he did not succeed, but invented the telephone instead, which has lined his pockets with gold. From what I know of the gentleman, I believe he would willingly part with all the gold he has received for the use of this wonderful invention, had he succeeded in his efforts in devising an instrument which would have emancipated even twenty per cent. of the deaf in the institutions from the slavery of silence. I have often wished that he might have invented the audiphone and received as much benefit by its use as I, for then he would have used the gold he derives from the telephone in carrying the boon to the deaf; but, when I consider that in wishing this I must wish him deaf, and as it would not be right for me to wish him this great affliction, so that since I am deaf, and I invented the audiphone, I would rather wish that I might have invented the telephone also, in which case, I assure the deaf that I would have used my gold as freely in their behalf as would he.

(The speaker then explained the use of the audiometer in measuring the degree of hearing one may possess. Then at his request, Prof. S. T. Walker, Superintendent of the Jacksonville Institution, took a position about five feet from the speaker and was asked to speak loud enough for Mr. Rhodes

to hear when he did not have the audiphone in use, and by shouting at the top of his voice, Mr. Rhodes was able to hear only two or three "o" sounds, but could not distinguish a word. With the audiphone adjusted to his teeth, still looking away from Prof. Walker, he was able to understand ordinary tones and repeated sentences after him, and when looking at him and using his eye and audiphone, Prof. Walker lowered his voice nearly as low as possible and articulate, Mr. Rhodes distinctly heard every word and repeated sentences after him, thus showing the value of the audiphone and eye combined, although Mr. Rhodes had never received instruction in lip reading. Prof. Walker stated that he had tested Mr. Rhodes' hearing with the audiometer when he was at his Institution in 1894, and found he possessed seven per cent. in his left ear and nothing in his right.)

Gentlemen and ladies, now that I have demonstrated the value of the teeth and the audiphone as a means of conveying sounds to the deaf, I will read this paper which I have prepared.

"In what manner can we best serve the interests of the pupils in our institutions, who have a good degree of hearing?" I find this question asked in the report of Prof. S. T. Walker, Superintendent of the Illinois Institution, at Jacksonville, issued June 30, 1894. I also find in this report a statement that of "384 children whose hearing was accurately tested, sixty had a record of hearing varying in degrees up to ten per cent.; thirty-five a record varying between ten and twenty per cent.; forty-seven between twenty and thirty per cent.; eighteen between thirty and forty per cent.; seven between forty and fifty per cent.; and sixteen of fifty per cent. and over"—in all, 183, or nearly fifty per cent. of all children tested, are not totally deaf, but are simply hard of hearing people.

In 1879, I visited many schools for the deaf in this country, and tested the hearing of many deaf children, and in 1880, I visited many institutions and schools in Europe, and have made accurate tests of the hearing of the deaf children

wherever I have been; and I find that forty per cent. of the children in the institutions and schools throughout the world possess ten per cent. and over of hearing, and are capable of being educated through the sense of hearing, with mechanical aid, to speak. This being the case, and this question being asked by the Illinois Institution, (the largest in the world) and I find similar questions asked in the reports of various institutions, notably Indianapolis and Omaha and several others, showing a willingness on the part of the superintendents of these institutions to utilize this hearing and teach aurally to speak. Well, then, may this Convention pause to consider this question, affecting the interests of half of the children in the institutions represented by you gentlemen present. And let me say that it not only affects the interests of the children in these schools at the present day, but will affect the interests of those in all time to come, not only in this country but other countries throughout the world. Most of you have up to the present time ignored the fact that these children could hear, and have treated them as totally deaf children, and they have been graduated as such, and in most institutions in the world to-day are being graduated as such. Well, I say, may we consider "in what manner we can best serve the interests of those children who have a good degree of hearing," and well may this Convention give much of its time to this important question, and let us answer wisely. God has bestowed upon half the children whose welfare is in your charge, ten per cent. and over of Nature's own means of learning to speak. This being known, shall we longer ignore the fact? We see adults on every hand, more deaf than many of the children in your schools, using mechanical aids to hearing, and enjoying the use of their own voice, and understanding others well. What they can do with mechanical aids, you can teach these children, with an equal degree of hearing, to do. Forty per cent. of the children in your schools hear better than I can. My degree of hearing in the left ear is about seven per cent., and nothing in the right, and I can hear with the audiphone, at conversational distances, almost perfectly, and can hear my own voice, when speaking against it, quite perfectly. You will allow that if

the deaf can hear others and can hear themselves, there is no reason why they cannot be educated aurally, if they have mental capacity. No, there is no reason why they *cannot*, but there is a reason, and a potent reason, why they *are* not, and that reason lies with you, the teachers of the deaf. But you cannot be wholly blamed for this, because I allow that even with this instrument which I carry, you with perfect hearing find no improvement, but those with imperfect hearing will find great improvement. You hand the instrument to one who has never enjoyed the benefit of hearing, in learning articulation, and you find he answers that he can hear but little, and you use his judgment and say that he cannot hear sufficiently with it to learn to speak, when you should know that they who have never learned to speak know nothing of the value of sound and are perfectly ignorant as to how well they should hear to enable them to learn. You know you are succeeding in some degree in teaching them to speak when they hear nothing; if, then, they may by any means acquire simply the vowel sounds of our language, by hearing them, what a great advantage would this be to them in learning to speak! And I assert that where a person enjoys one per cent. only of natural hearing, this instrument will improve his hearing to a degree that will enable him to acquire a knowledge aurally of the vowel sounds, and thus enable you to teach him to speak. Sixteen years ago, when I visited the institutions in this country and Europe, for the purpose of urging that the hearing be appealed to, and carried with me this device, and selected classes that could hear, and freely presented this instrument for their use, every child was being instructed as though it were totally deaf, and, in some instances, I was told that a slight degree of hearing rendered a child more difficult to teach by "our" method. That may be very true, for some of these children possessed twenty to thirty, or even fifty per cent. of hearing, and I should suppose that it would be natural for them in such cases to be at first inclined to listen, and it would be some trouble to overcome this inclination. As for me, I believe that ten per cent. of Nature's means, ten per cent. of natural hearing power, is worth more in learning valuable speech than one hundred per

cent. of substitute methods. I could teach to speak two languages to a bright student, with ten per cent. of hearing, before you could teach him to speak one with all methods ever used, without the hearing. Yes, ten per cent. of a sense that God has endowed us with is too valuable to throw away, and we have no right to ignore even one per cent., when we have a device which will improve it and make it valuable to us, as in this sense of hearing we certainly have. I am sure the audiphone will improve thirty per cent., and bring one per cent. within the scope of the human voice, and valuable speech may be taught. When I speak of the audiphone being able to do this, I do not say that there are not other instruments with which you would be able to do the same; for instance, the auricular tube, but with this tube, I think an unnatural sound is forced upon the organ, and it has the disadvantage of requiring one to be very close to the speaker and speak to him alone, whereas, with the audiphone, one may speak to a dozen, or two dozen, or three dozen, at one time; and the sounds that reach the listener with the audiphone, according to my judgment, are far more natural than those reaching the listener by any other instrument. Music itself is perfectly enjoyed with the audiphone, whereas there is no other instrument that will reveal the harmonies of music in their perfection, and, therefore, I say it is the preferable instrument for teaching, but it is not the only instrument.

Each child carries an instrument of value, which I believe has never before been spoken of or used, and which I would like to explain to this Convention. You may simply allow a deaf child to close his teeth firmly; this brings the upper jaw in tension, and when his teeth are firmly closed, he may speak and hear his own voice more distinctly. You will not hear him as well, but he will hear himself better, and he may study in this manner, with his teeth firmly pressed together, until he can acquire the knowledge of nearly every sound in the English language, and one must be exceedingly deaf—I would say totally deaf—if he cannot hear himself speak with his teeth firmly closed together. Now, you gentlemen of perfect hearing may try this; you will find it gives you no results;

but do not decide at once that what I have said is not true. Let those who are deaf try it and they will find that they can hear. Thus, the deaf have some advantages; it requires a deaf person to hear through his teeth. This may be one reason why some teachers decide that the audiphone is not of value to the deaf, simply because they of perfect hearing cannot hear with it. With the double audiphone you speak between the discs, and you get back to yourself the double power of your voice—that is, the deaf will get it back. One with perfect hearing will see no results, because the same result will be attained through the natural organ first, but one with defective hearing will receive the results. I would place the audiphone in the hands of each child with any degree of hearing remaining, and have him study his own voice at his seat, while speaking against it. He would have to study aloud, as it is *his* voice we wish to cultivate. It is more important that the child should hear himself speak than that it should hear others, and when the child comes to recite, its articulation of mispronounced words may be corrected. Very slow progress would be made if it was required to speak aloud only at recitations, and very hard work on the part of the teacher could be avoided by having the child study the sounds it produced at its seat, and while studying its lesson. I would advise that where many are being taught, the class should pass into a quiet recitation room. It has been my experience in institutions I have visited, that I have been able to teach classes of a dozen children to speak plainly 30 to 100 words in two or three days, whether they have received previous instruction in articulation or not, and at this rate, it would require but a very short time to give them a vocabulary that would be of practical value to them. I have, however, selected those possessing the most hearing, and that would be faster than the average could be taught; but all intelligent children, with five per cent. of hearing can be taught as valuable speech as I possess. My articulation may be defective, but I think you have been able to understand what I have said, and, poor as it is, I would not part with it for all the possessions any one of you may have. And here, gentlemen, you are

depriving half of the children in the institutions that you teach of an articulation that might be as valuable to them as mine is to me, or as yours is to you.

I have known institutions where the teachers themselves have this audiphone, and have taught children who could hear naturally better than themselves, and did not allow them to use it. By what line of reasoning they can justify this I do not know; or why they should deprive the innocent child of the blessings they appropriate to themselves. And these poor children, ignorant of the value of the slight degree of hearing God has conferred upon them, are sent to the schools for the deaf for instruction, and thousands are being sent forth from these institutions ignorant still of the great value the hearing they have would have been to them had it been utilized in teaching them to speak. Teachers, will you continue to do this? Will you continue to graduate this large class of hard of hearing children as children perfectly deaf? If you do, you commit a grievous offense and an offense which will not be forgotten or forgiven. You will deprive fifty per cent. of the afflicted children given to your care of valuable speech and an education to articulate sounds. You deprive them of the enjoyment of God's most valuable gifts, speech and hearing. You in a great measure deprive them of the means of making a livelihood. The hard of hearing, speaking person will succeed well in most callings. The responsibility for the present rests with you; in the future this will all be done. Are you prepared to say, "We will not do it; we will leave it to the future; we will continue in our old methods," or will you rise equal to the occasion and deserve the blessings of future generations? As for me, I would rather be the inventor of this little device I hold in my hands, and the author of these few words I have addressed to you, knowing them to be true, and feel the satisfaction I feel in having devoted the past sixteen years of my life to this cause, than to be the inventor of any device that merely serves commercial purposes. Commerce may be benefited in a thousand ways; whereas affliction may be alleviated in but few.

TEACHING TO HEAR.

I have noticed in the reports of several institutions, "Teaching to Hear." To hear is to enjoy the sense or faculty of perceiving sound. We hear with our sense; we perceive with our understanding. We cannot teach a sense, we cannot teach to hear. But, hearing, may teach to understand; we may teach through our senses. The sense of hearing existing, it may be appealed to improve the mind or understanding. It may be improved mechanically to enable us the more readily to do this. But no amount of use will improve the sense of hearing or any other sense we possess. My own sense of hearing is about seven per cent. poorer now than it was fifteen years ago, but my ability to understand is fifty per cent. greater, which shows that I have not taught myself to hear, or improved my sense of hearing by use, but that I have taught myself, through the sense of hearing, the better to understand.

CHAIRMAN:—"Mrs. S. T. Walker, of Jacksonville, has kindly prepared a paper for us, which she will now read."

THE SEMI-DEAF IN THE ILLINOIS INSTITUTE.

MRS S. T. WALKER.
Jacksonville, Ill.

My topic is begun with more hesitation than would have been the case at the beginning of my school work.

Then I could discern by faith, tongues which should be marvellously loosened through my efforts, and ears which should daily drink in my words of wisdom, unimpeded.

These visions once so prominent are now dimly seen in perspective; yet I may say that never has my belief in the possibilities for the improved condition of the semi-deaf, been greater than at the present moment.

It is this belief alone which impels me to present to your

minds, this afternoon, a subject about which I can say but little, but which needs only investigation to commend itself to our educators.

One who follows through a school year the progress of pupils taken from sign classes and helped to use their latent powers, will marvel at the mental unfolding of some, who, perhaps, have been considered deficient, if not imbecile.

How many of us, think you, would hear and talk as we do, if from childhood, or during our school life, we had been kept exclusively with people who were making pictures in the air, which though oft times beautiful in imagery, do not supply all the needs of hearing people, however defective?

And if so treated, would we not feel that we had been unjustly deprived of our birthright?

Is not the same true in a greater degree of those who hear in part, and therefore need more drill than ourselves, in spoken language?

During the past year, the class of which I have had charge, comprising five grades, has taken the course of study prescribed for corresponding sign classes, reciting all lessons orally and receiving instruction altogether without the use of signs, these studies being language, Bible lessons, arithmetic and geography. With so many grades it was not possible to give much actual articulation drill, but practically they were getting it all the time.

If the work of this class, with only one year of aural instruction, was commendable, what results might not have been attained, had they pursued their studies from the beginning, in this manner? It is difficult to predicate of a work as yet in its infancy, but given a bright, well-graded class, with an experienced, enthusiastic teacher, it is safe to say the work done in our public schools might be closely approximated.

My pupils have been required to prepare their language lessons, if necessary, writing them on their slates, using the five column system, as in the case of the younger children, then, after reading from the book, they have erased their work and re-written it, I dictating orally. The arithmetic and geography lessons they have written on their slates, for cor-

rection, afterward reciting both questions and answers orally. Time sufficient for memorizing has not been allowed, as that would interfere with the responsibility, which should be thrown entirely on the ear and eye when writing from dictation. Some times the pupils have exchanged slates, correcting each others'. This has been done with great enthusiasm, for the mote of their neighbor has always been more easily discerned than their own beam.

Afterwards, I have placed on the large slate a list of incorrectly written words, having them re-write them a certain number of times, as indicated before each word. I find original work the most difficult, yet I question whether we teachers are not more disheartened than is necessary, when our pupils fail to put into elegant English, ideas which they may understand fairly well if presented in the language of another.

I should recommend an almost normal pitch of voice, in dictating to the semi-deaf, allowing the eye to aid the ear, if necessary. Moreover, the reader, if natural, will not mouth so much, and therefore will be more intelligible than when striving to sustain a high pitch. The Delsarteidea of relaxation, which is pervading all departments of art and physical culture, is here imperative. In this connection, please allow me to note some exercises which I use in my class, and consider very helpful. They are some of the vocal exercises of the Italian school of singing. The throat is open and relaxed, with the uvula raised, and the vowels are given, first separately, then continuously, each prefixed by the consonant "l." These are given with sustained abdominal or diaphragmatic breath. They are given successively on the different tones from middle "c" to one octave above, holding the breath in each instance as long as possible. The voice thus becomes well placed, and the lungs strengthened, while articulation is rendered more flowing and continuous. In the case of partial deafness from a closed eustachian tube, these exercises are invaluable, as the position of the throat in singing, which is identical with that in yawning, opens up this passage to the ear.

I may shock some in the profession by saying that my pupils have been taught as many idiomatic expressions as possible. By

that term I do not mean slang phrases, but those which we all use in the daily interchange of thought. If this is not done, how will those in our charge learn to understand the intricacies of their mother-tongue.

For it is true that often when language is grammatically correct, the idea which is intended is not conveyed. As when one pupil wrote, "I saw a man bringing a base drum and band box the latter being a chest, containing musical instruments, not as might be inferred a bonnet-box." Again he wrote, "The lady in the picture has a bouquet on her left lung."

I have used action work for the beginners, and objects in number work, doing much individually with each pupil, trying always to lead up to class work but finding that with so many variations in degree of hearing, it is difficult to appeal collectively to this class of pupils until they have had considerable training. Journal writing has been used largely in the case of advanced pupils, but I consider letter writing invaluable as furnishing opportunities for teaching them to express their thoughts correctly in regard to matters which interest them vitally at the time of writing. While I would not trespass upon the sacred relations existing between parent and child, it is this very relation which draws out from the pupil his deepest feelings, and I have found that my pupils bring their letters to me for correction as willingly as would my own children. There are other occasions on which they write home without supervision. The letters are sent either uncorrected or with mistakes indicated in red ink, if the pupil is willing, but preserved in their corrected form, they are excellent for reference in the future. It seems to me this exercise differs from journal writing as the living present differs from the dead past. My most advanced are only sixth year pupils. This exercise, of course, should not be necessary for those in higher classes.

The question is often asked "Does this class of children improve in hearing under aural instruction?" I should say their intelligent hearing does improve to a remarkable degree. In other words, the semi-deaf will remain so, but learning to understand articulate sound, through careful training, their

perception will be so quickened as to enable them to communicate with speaking people in their vernacular, thereby increasing their own usefulness and success in life.

CHAIRMAN:—"Mr. W. E. Taylor, who is the head of the Oral and Aural department of the Nebraska school, will now read us a paper on this subject."

TRAINING THE EAR TO HEAR.

PROF. W. F. TAYLOR,
Nebraska School for the Deaf, Omaha.

Hearing is the perception of sound. Sound is the sensation produced on the ear by wave motions of air of certain known rapidity of vibration. These wave motions vary in character, thus giving to each sound a certain quality or timbre of its own. It is by this quality that we are able to distinguish sounds. By repeatedly hearing a sound and knowing its source, the ear learns to distinguish that sound sensation from all similar ones, and to associate it with that source, and thereafter, whenever that sensation is produced on the ear, we know its source, even if we do not see the agent producing it.

But this differentiation of sounds, this association of a sound sensation with its producing agent, is, to the normal child, the result of repeated acts of sound perception. At first the child is unable to distinguish sounds. But as certain sounds, from its association and environment, more frequently greet its ear, it soon learns to distinguish that sound, or those sounds from all others, because, by their repetition, they have produced a permanent impression in the hearing center of the brain. But all other sounds are unknown, yet it knows only mamma's voice, and it is simply the general quality of the voice that is distinguished—not the specific oral formation. It learns to distinguish mamma's from papa's voice. It next learns to distinguish between the different tones of the same

voice. That is, it recognizes as yet no specific oral formation, but does recognize a difference between the tones of praise and reproof, so that while they do not understand what we call words, they do understand the tone in which they are spoken. The infant of a few weeks, or months, recognizes no difference in sound between "good baby" and "bad baby," but it does recognize a difference in the tones used. If you want to make it jump with delight, it is immaterial whether you say the one or the other, provided the tone be right. But change the tone to one of reproof, and you may use which words you will and its little fists will go to its eyes, and its tears will start. Yet it will take thousands of repetitions after this, of these words, in their proper relations, in proper tones, before the child at last understands their difference in meaning. Even yet, the little one is a long way from reproducing them. It must have still other repetitions, and make hundreds of efforts itself, before it will finally succeed in producing a sound that even to the biased ears of its fond mamma will pass as a fair imitation of the words intended.

If it takes all this repetition in the case of the normal child, what repetition must not be provided to enable the weakened ear to differentiate these sounds? And how much more before the child could, by his hearing alone, be taught to reproduce them! Yet it seems to be a general idea that if a child can hear ever so little, of course he can talk, and if he can hear one thing, of course he can hear another. Letters from teachers over the country convince us that there is a widespread idea that if a child hears a little, he can repeat what he hears from the very first. As I have shown, even the normal child can hear, in our sense of differentiating the sounds, only those sounds which, by repetition, produce a permanent impression in the hearing center of the brain, and with all the advantage of his more accurate ear, he is not able to reproduce them without still months of effort. From this, it is evident that the almost totally deaf child certainly ought not to be expected to repeat new sounds or combinations he hears. After years of training, he may be able to do so, but even then we have no right to expect it on sounds with which

he is unfamiliar. How many of you were able, on the first trial, to give a sound that would pass muster with your instructor, as a fair imitation of German "ch," or any other sound with which your English education had not made you familiar? Have you not seen college students who were never able to do so? Yet we expect our little ones, unaccustomed to use their vocal organs, with very limited hearing, to do what college students with perfect ears and years of training, are unable to do, and then say that auricular training is a farce because the little ones are unable to do so! I remember once a teacher visited us who insisted that the children write what they heard, and gave them unfamiliar things with no meaning. Our teacher's exceeding mortification at their failure to do so, and lack of nerve to say there was no use in such nonsense, for the reason that from comparative newness to the work, she was not real sure whether there was or not, left that teacher to go away more confident than ever that auricular work was a fraud, and not a little puffed up that she had been sagacious enough to discover it.

The ear has to be trained to distinguish each sound or combination of sounds for itself, and any sound with which the mind has not yet associated either the producing agent or that for which the sound stands, is a meaningless sensation. A person hears what he has been taught to hear, that is, he hears what by repeated sound perceptions has associated itself with something known, and so comes to fix a relation between the mind and the thing known. All other sounds are simply sound sensations belonging to the great expanse of the unknown, until some act of association connects each of these sounds, one by one, to some object, action, or condition, when that sensation passes from the unknown and unrecognized into the realm of the recognized and known. No matter how perfect the hearing, until that association takes place, the sound, even to the highly educated ear, is unknown. Yet that ear is susceptible of being trained so as to detect the slightest difference in sound even in the midst of thousands of sounds. The musical director is able to detect the slightest discord among his hundreds of performers and to point out the offend-

ing performer. Yet transfer his trained ear to the noisy machine-shop, and it tells him nothing. He hears only a confusion of sounds that means nothing, conveys no other idea than that of a mass of moving machinery. Yet in that vast shop there is one ear to which every sound is as intelligible as the musical notes to the musician's. Let but the slightest variation occur, that ear not only detects the variation, but knows its meaning and is able at once to locate the trouble. Yet transfer that educated ear to the hall of music, and, unless it has had musical training, it recognizes only a babel of instruments or voices more or less in harmony.

From what I have said, I think two things follow:—

I. In order to hear, the pupil must be taught to hear each new sound or combination of sounds by itself. The sound must be associated in the child's mind with some producing agent, or something known, so that it may represent or mean something to the child.

II. If anything like progress is to be made in the acquisition of speech, the speech must be taught as speech, in the same manner that speech would be taught to the totally deaf child. Otherwise valuable time will be lost. Then the thing the child knows, he can be taught to hear.

With these ends in view, when new pupils are put into our Oral and Aural departments, for some time no definite effort is made to find out whether they can hear or not, as they do not know what is wanted and are easily frightened by the infernal looking machine called the ear tube. The teacher's first object is to accustom the child to herself and to the school room. For this purpose she uses pictures, objects, vocal gymnastics, lip-read commands, etc., proceeding just as she would if she knew they were all totally deaf. In the meantime, she watches how they hold their heads, makes sounds behind them when they are not expecting it. All the time speaking in a loud clear tone, and it is not long before she can tell which pupils have hearing enough to distinguish sounds by the voice alone. Then she is ready to call in some more advanced pupil and show how that one is able to hear and point out sentences heard through the ear tube. Then they

are ready to try what they can do at it. When they can hear the teacher's voice, that is good. When they can hear their own voices, that is life.

There is another by far larger class who cannot distinguish anything by the voice, either with or without the ear tube. This class must be started in by individual work with bells, whistles, the piano, or anything you have making sharp, clear sounds widely different from each other. It is a good day's work to be sure they know which of two bells is struck or which of two whistles is blown. But when they do, that is half the battle. They see the point and are anxious to hear more. They begin to pay attention, to listen, and that is the great secret of success. Heretofore, they have paid no attention to sound, simply because they could not hear well enough to distinguish one from the other. Slowly, they were losing the power of listening at all. But all this is changed now. They have a reason for listening now. They are anxious to hear those sounds and to hear others. The various parts of the ear that have lain dormant so long, because so seldom did any sound wave pierce the ear with sufficient force to produce any sensation, and even when it did, brought no meaning, being only an isolated sensation unassociated with anything known, begin to be aroused into life and usefulness. The perception of one sound thus makes it more easy to perceive the next one. The parts of the ear respond more readily to the producing wave motion.

We will suppose that the teacher has a new class of little ones before her. She has already accustomed them to herself. The class consists of from fifteen to twenty, or even more, not because we consider that number best, but because necessity compels it. To these, the teacher must give all their work. They range in hearing from no hearing at all to just too little hearing to get speech or ideas therefrom. The teacher gives the sound "ah" and has the children try to imitate her. They have been imitating her in action and this is but some more of the fun. So they try. Then she gives them long "e." After several attempts and such assistance as they may need, they get these widely different sounds more or less well. Then

perhaps she gives the sound of long "oo." Then she has the foundation for the words "I," "you" and "we." "I" is always the pupil. "You," at first, only the teacher, but afterwards, gradually extended to mean any one to whom the child is speaking. Then she has, with the addition of the consonant element, the foundation for such sentences as "I bowed, you bowed, we bowed," and the command, "bow." We write and use the past, but if the child, at present, says "I bow," we are perfectly satisfied, though when he comes to write it, he writes "I bowed."

Thus, just as fast as a sound is taught, it is put to use in a sentence. It is not long before he can say and write, "I love my mama, I love my papa, I love my home," and other like sentences, and what joy these little sentences carry to the home folks.

By this time the teacher has found out who belong to the first and second class of hearers. She will then take two objects, such as a ball and a pie, because they are both easy to say and very different both in sound and on the lips. She shows the ball to her class. If she has a picture of a ball, she may show that also. Then she, or the art teacher, draws a picture of a ball in outline and teaches them to do the same. Then she writes "a ball," both under the picture and on the object, and teaches them to say it. Then she speaks it in their ears, all the while impressing them that all these different things represent the same object. Now they have:—

First, the object—a ball;

Second, the picture of a ball;

Third, the written form, or the name of the object, written;

Fourth, this name on the teacher's lips;

Fifth, this name heard, and have themselves been taught to speak it.

Then she teaches "a pie" in the same way. After they have learned it, she gets them up in front, with the words "a ball" and "a pie" or their pictures on the board. She first, speaks "a ball" in their ears, and points to the words or the picture. Then she speaks "a pie" in the same way. Then she gets behind them and speaks the words and has them point out

which she has spoken. As soon as they can do it, she gives them the sentences. "I have a ball. You have a ball. The ball is in the bowl. I have a pie, etc., *ad infinitum*, always first teaching the idea with object, picture, or action, and then teaching to hear what is thus learned by herself first reading and indicating what she has read, and then having them indicate what she reads, until they can unerringly do so.

This, in general, is the basis of our auricular work, and the same method is pursued with the lip readers, except the absence of hearing drill for which lip reading is substituted.

First, we give the object or action.

Second, the picture;

Third, the written form;

Fourth, the spoken form;

Fifth, the spoken form heard.

This object and action drawing is continued through the first three years, at present making four grades. Only when the object cannot be presented to the class, but is known, does the picture take its place. By this process we bring about that association between the sound and the idea behind it, so essential in making the sound mean anything, and the result, in most cases, is highly gratifying, in their ability to understand spoken English through the ear. At the same time, the hearing drill is a great aid in modulating the voice and making it natural. And who shall say that by this culture of this otherwise dormant hearing center of the brain, we are not incidentally increasing the general mental capacity of the child?

MR. GILLESPIE:—"I have been connected with the education of the deaf for twenty-three years.

"I have noticed that many of the children supposed to be entirely deaf, and many who are congenitally deaf, have, as a matter of fact, a latent vestige of hearing. Fifteen years of effort and experience convinces me that this latent sense can, by exercising it, and feeding it, be made of great practical value to the child. Left to itself, the deafness would be more

confirmed, and in time, perhaps the child would lose what little hearing he had.

"Auricular development means more than teaching through the hearing of those partially deaf, or as they are usually termed the 'hard of hearing.'

"It means this and, in addition, it means the awakening and developing of the latent power of hearing.

"It goes even farther than this, it directs attention to the physician's treatment in cases of nervous diseases where the organs of hearing are likely to be effected. It regards the treatment defective which does not include treatment to preserve the organs of hearing in these cases.

"The children, who can be benefited by the auricular method constitute a large class.

"First, they are those in the schools for the deaf, who have sufficient hearing to be good subjects, amounting to perhaps twenty per cent.

"Then the children in the public schools who are too deaf to get the benefit of the recitations and explanations, and lag behind their classes and become discouraged and are classed as dull pupils, when the fact is that it is not a matter of dullness but of deafness. Then there is another large class of children that are too deaf to go to the public schools, not deaf enough for the schools for the deaf.

"These remain at home to grow up without education. Taking these three classes together, I have no doubt in my own mind but the total would be greater than the whole number of the so-called deaf and dumb.

"Having this view of the magnitude of the work, and considering the success we have had in its development, we may be pardoned for the enthusiasm we may seem to manifest.

"To illustrate this method, we have brought a small class and a teacher. I will now introduce Miss Helen McCheane and her class from the Nebraska School."

Miss Helen McCheane and four little pupils from the Nebraska school were introduced and an exhibition was given.

Bessie and Alfred were each aged six years, Helen and Mabel were each aged seven years. With the exception of Helen, all were born deaf. Helen may also have been born deaf, at any rate, sound never had any attraction for her after she was six months old.

Miss McCheane placed two bells upon the table. One was a small bell to be tapped and the other was a hand bell. Bessie and Alfred were placed with their backs to the table, after first having been allowed to look on while the two bells were rung. The teacher would ring one bell or the other and in every instance the children simultaneously turned and pointed to the right bell.

A whistle of four notes was produced. Each note was represented by a ribbon of different color; white, yellow, red, and black. With the backs of the children turned to her, Miss McCheane would blow a note on the instrument, and without the slightest hesitation the little ones would turn and pick out the ribbon representing the particular sound.

The exercises, so far, were as much for the purpose of demonstrating the manner in which the instruction and development in hearing progressed as to show the ability of the pupils, for these pupils had gone much further in their auricular education than to distinguish the difference in the sounds of bells and notes of music.

They had learned to distinguish hundreds of words uttered by the human voice, and to use their own voices. The hands were placed on the teacher's throat while she pronounced the sounds "I and Eo," the children repeating them after her, holding meanwhile one hand upon their own throats. The teacher pointing at Alfred, while he also pointed at himself and repeated "i" (I.) Then she pointed at herself and he pointed at her, pronouncing "Eo" (you.) Hugging him to her bosom she gave the word "love" and he repeated it. Then the sentence was repeated, "I love you."

A photograph of Bessie's papa was shown her and she was taught to hear and say "papa" and that she loved him, and in the same manner the sentence, "I love my mamma," was brought out.

Similar exercises were repeated with the other little girls. Helen standing with her back to Miss McCheane heard and repeated to Mabel many such questions as "What is your name?" "Where do you live?" "How old are you?" "How long have you been in school?" Mabel, depending entirely upon her hearing, answered each question correctly.

In conclusion, an exhibition was given in lip reading. In this the children were proficient. The teacher gave such commands as "Hop," "Fly," "Walk," "March," "Wash your face," "Comb your hair," "Fold your arms," "Put your hands behind you," "Clap your hands," "Put your hands on your head," "Put one hand on your head and one hand behind you," "Bow and say good bye."

DR. GILLET:—"I have in my hand an account of a very peculiar family, the father and mother and five deaf children. The children are bright, and use a very peculiar kind of chin language, but are unable to give any account of it. It is a very peculiar motion of the jaws, which they understand, and use altogether when talking to one of their own number. The mother understands it, but the father not so well. The father and mother are not deaf."

These children were born and reared in a secluded portion of the State of Washington, where they seldom saw strangers. The parents are uneducated, but the mother and the children devised a means of communication among themselves which they use with much accuracy. I saw two of the children at the Institution, at Vancouver, last May. I examined them and tested their use of this most unique language. I could see no relation between this and the usual lip reading. I regard this as one of the most interesting cases I have ever known."

MR. RAY:—"I did not know this family, but I once knew two sisters, who came to school with the jaw language, which was, probably, similiar to the one Dr. Gillett has just spoken about."

MR. HILL:—"I knew that family, and knew that they conversed by means of this jaw language, and seemed to understand each other readily. They used signs in connection with this language, but not very much."

MR. WALKER:—"I would like to ask if these persons have seen them talking and if it was not lip reading?"

DR. GILLET:—"That was not the case with these children; theirs was a sign and jaw language, but not lip reading,"

DR. BELL:—"I would probably take up too much time if I began talking, so I will simply say that I am more than pleased with the progress of this work—a great and noble work. I think that twenty years from now when we can look back, we will see that we have done a grand work."

MR. RAY:—"I wish to say, that since I see I am on the programme for remarks this afternoon, my experience has taught me that some pupils can be taught through the ear only. My first experience was seven years ago, when I visited the school of my brother Gillespie, where I saw pupils taught through the ear. I believe we should use all the senses so far as practicable. We have some things which our deaf pupils have not, and we must try to make this up some way."

After Mr. Ray's remarks, Dr. J. C. Gordon delivered the following address:

ADDRESS TO THE AURICULAR SECTION.

BY J. C. GORDON, M. A., PH. D.

Mr. Chairman:—It gives me great pleasure to respond to your invitation to speak before the Auricular Section of this Convention, not simply to congratulate Miss McCHEANE, and all of her assistants in this new and special field, upon so satisfactory a demonstration of auricular training and its results in these bright and intelligent, little, deaf-born children who entered your school only one or two years ago; nor, to congratulate you upon the realization of a theory which you have had the courage to put to the test of thorough-going experiment; but to emphasize the fact that in this demonstration there is a lesson for all educators, and especially for those who would advance the education of the deaf and dumb.

The lesson is this: That education should begin and pro-

ceed along psycho-physiological lines upon demonstrable laws of *brain-building* and *correlated mind-building*. I need hardly say that the dominant systems and practice have not been constructed upon this basis of biological science, nor need I stop to deplore the results, everywhere apparent, of mis-directed energies.

Even PESTALOZZI, FROEBEL and the so-called HERBARTIANS, the forerunners of progress, have been more successful in exploding old theories than in working out a perfect system themselves. But the new education for which they labored is coming to the front, an education which will give a progressive training to all the senses, giving the pupil full command of whatever capital he has, and, by the harmonious development of his powers, placing him in intelligent control of all his forces and of all his mental acquisitions, so that the pupil thus trained will and must think to some purpose, as well as merely know. This outcome of proper sense-training, ever keeping in view mental assimilation, and the right correlation of facts, rather than the mere receptivity of them, is the pupil's greatest need, and to meet this need is the aim of the new education.

We are concerned just now only with the first steps after the child leaves the mother's knee: the sub-primary, and primary stages of mind-building, through brain-building, by the appropriate stimulation of the nervous organization through the constant and progressive training of all the senses. The zealous teacher needs, perhaps, to be warned against the temptation to over-train one sense, usually the sense which least needs it, to the neglect of others.

The more rudimentary or fragmentary the sense may be, the more important, of course, is the development of that particular sense; for no sense can perform a function foreign to its nature, or act as substitute for another in its peculiar field.

The senses should be exercised systematically for many months, if not years, and this training should include at least five phases: (1) in taking clear mental images; (2) in reproducing these images; (3) in rendering each sense more accurate; (4) in extending its range; (5) in establishing clearly

defined correlations between the senses. I have sought in vain for any practical hand-book amplifying these suggestions for the use of educators, or illustrating them by appropriate and sufficient exercises.

You may recall the pioneer work in this line by the late Dr. E. SEGUIN. Full of scientific ardor, he subjected one feeble-minded child to a series of experiments in the use of the eyes alone, and another, to a like series in the use of the hands alone, finally bringing both children to a remarkable degree of mental development. He thus laid the foundation for the system of educating feeble-minded children now practiced throughout the world. In this work Dr. SEGUIN anticipated recent anatomical and physiological discoveries of cerebral structure and growth as related to mental functions. And all who deal with backward children, deaf or otherwise, may find it advantageous to study the system developed from Dr. SEGUIN's experiments.

We may, and do fall short in the development and wise application of sound pedagogic theories to practice in the education of deaf and dumb children, but whatever our failures in this respect may be, Auricular and Oral methods especially commend themselves to men of science familiar with the present state of knowledge concerning brain-structure and brain-function in correlation with the mind. It has been demonstrated that the application of these methods has a tendency to nourish and stimulate the healthy growth of the same parts of the brain-structure which are the most completely developed in normal brains. In proof, I need refer only to the growing scientific literature bearing upon these facts and especially to the results of twenty years, or more, of experimental, anatomical and other researches of Dr. ELMER GATES, whose addresses before the Philosophical Society of Washington, and before the public, under the auspices of scientific bodies, have attracted great attention. His unpublished manuscripts which have been read by a number of persons contain a mass of facts of special significance in this connection.

Any one curious to know something more of the patient labors and vast mass of accumulated facts having a bearing

upon these points in their pedagogical and bio-physiological relations should study the recent address delivered by Dr. PAUL FLECHSIG upon his inauguration as Rector of the University of Leipzig.*

For our purpose it is enough to say that FLECHSIG has observed the order and extent of the anatomical development of nerve-paths from the surface of the body to separate centres in the cerebral cortex. These centres after establishing a network of mutual correlating paths, send out other fibers to higher "centres of association" which in turn become connected by innumerable nerve-fibers in the medullary matter of the brain. About one-third of the cortex, according to FLECHSIG, is occupied with the sense-centres and their network of connecting and conducting fibers, while two-thirds of the cortex is occupied by four sections with a complex network including the higher centres not directly concerned with either sensorial impressions or motor impulses. It is this higher system, especially, which differentiates the brain of man from that of the lower animals.

These centres of interpretation and "co-agitation" whose functions are parallel with, if not inseparable from our thought processes, so far as explored, are most intimately associated with mental growth and mental experiences.

We have reason to believe that every mental experience contributes definitely to some part of the brain-growth, and, *vice versa*, the injury or stunting of these areas of the brain tend to impair mental functions.

Dr. FLECHSIG's researches show that morbid irritation of these areas leads to confusion of thought, and hallucination, and their obliteration causes the loss of language, principles of conduct, and the power to profit by experience, or to foresee the consequence of one's actions. The lack of appropriate stimulation tends to impoverishment, non-development and atrophy of cerebral structure.

We know that in deaf children, training in speech, lip-read-

*Gehirn und Seele: Reden des antretenden Rectors, Leipzig. Dr. Paul Flechsig, 31st Oct. 1894. Druck von Alexander Edelmann.

ing and hearing do not imply, necessarily, a highly cultivated and well-informed mind, but they do contribute to that cerebral health and cerebral development which renders possible that training, moral, mental, and physical, which most closely approximates the normal standards in its results.

Much of the work of the articulation teacher and the auricular teacher is preliminary to what the world calls instruction, and yet it is invaluable to the proper nourishment of cerebral structure, and fundamental to symmetrical individual development.

Speech, as an individual possession and symbol or vehicle of thought, is far from the simple thing some take it to be, but, contrary to the popular belief, sound, strictly speaking, is not one of its elements. Sound and tone have a significance all their own, whether associated with words or not. The peculiar significance of sound and tone is lost for the absolutely deaf, and for this loss, nature and art can render no substitutory compensation in any proper, scientific sense. *But, fortunately, sound and tone, though accompaniments of speech, are merely incidental products, not essential to it, and forming no part of it. They are, in fact, only aerial vibrations resulting from it, the thunder, which follows the lightning's flash.*

The memory and recognition of spoken words involve, chiefly, the power to recall and to exercise dynamic, muscular adjustments with the associated nerve-activities. The persistent impress of these features duly transmitted to the centres of speech, renders the spoken word in all its principal and essential features, precisely the same thing to the orally-educated deaf as to persons with normal hearing.

Sound has a value as an adjunct to speech, though not a component part of it, to us who hear, because it comes so closely in touch with the speech-centre that it enables us to recall with ease the nerve-action and muscular adjustments involved in producing spoken words.

In the case of the orally-taught deaf, any optical sign or image of the same muscular adjustments serves to pull the same trigger with the same effect.

Speech, as a cerebral and mental function in the deaf, differs

in no respect in its essence, composition and consequent efficiency from the same function in those who hear.

Yet, because sound and tone have a value all their own, and because the nourishment of any sense has a beneficial effect even upon the cerebral structure of the interlacing fibers related to other functions, no reasonable effort should be spared in developing the hearing where traces of it are discoverable.

It is asserted upon scientific authority that many persons are deaf from a deficiency in brain-structure or brain-development rather than from a lack of aural structure; and it is a demonstrated fact that in certain cases new hearing capacities have been developed where they did not previously exist.

The bearing of all these facts upon educational ideals and practice it would be rash to even try to state; but in sub-primary work there is surely an interesting field for the constructive talent of intelligent teachers to create a system of mind-building and brain-building, complete in its details, and capable of progressive expansion to meet the real needs of instruction at every point and in every stage of the child's mental progress.

The programme being completed, the Auricular Section adjourned.

After tea, a reception was held in the parlors of the School, when the members of the Convention met the citizens of Flint.

Sixth Day.

Sunday, July 7, 1895.

Morning Session.

The Convention was called to order at 9:30 a. m., by the Rev. Thos. Gallaudet, and opened with prayer by Mr. Talbot.

Reading of minutes was dispensed with.

CHAIRMAN:—"The first thing on the programme for this morning is a paper by Mr. Frank Reed, Jr., of Illinois. We will now have this read."

THE SUNDAY LESSONS.

BY FRANK REED, JR.,
Jacksonville, Ill.

My first object in teaching the Sunday-school lessons is not to teach language, but to press home Bible truths. In the second place, my aim is to lead the pupil into religious lines of thought rather than to drive him.

In one place in their report, the Committee of Fifteen say, a frequent error that public school teachers make is the practice of making every recitation a language lesson, and interrupting the arithmetic, geography, history, or whatever it may be, by calling the pupils' attention abruptly to something in his forms of expression, his pronunciation, or to some faulty use of English, thus turning the entire system of school work into a series of grammar exercises and weakening the power of continuous thought on the objective contents of the several branches, by creating a pernicious habit of self-consciousness in the matter of verbal expression.

So it seems to me that an otherwise earnest and zealous teacher, if he or she be indifferent with respect to spiritual things and the spiritual welfare of his or her pupils, is apt to make more of the language side of the Sunday-school lesson than of the spiritual side.

We do not mean to say, however, that there should not be some degree of attention to expression in this particular lesson. The technical words should be discussed until the pupil is familiar with their full force. The faulty English should be criticised as showing confusion of thought or memory, and should be corrected in this sense.

We are told that there is an ethical and an aesthetical content to each work of art; that it is profitable to point out both of these in the interest of the child's growing insight into human nature; that the ethical should, however, be kept in subordination to the aesthetical, but for the sake of the *supreme interests* of the *ethical* itself, otherwise the study of a work of art degenerates into a goody-goody performance and its effects on the child are to cause a reaction against the moral.

We all know that the child protects his inner individuality against effacement through external authority by taking an attitude of rebellion against stories with an appended moral.

So it has been my aim to keep this principle clearly before me and to lead the child, unconsciously to himself, perhaps, to entertain and take to himself correct views of spiritual matters, by presenting the Bible story or lesson in an attractive manner, yet plainly, and without trying to embellish the Bible narrative. *The child wants the truth.*

I should here state the Sunday-school lesson system we have been using the past year in our school, and also the average school age of my class, for which the present plan of presenting the lessons is intended; but the plan I present would have to be modified and much simplified were I to speak for a younger class of children.

Our school adopted the Blakeslee Graded Lessons (for Sunday-schools and Bible classes) last fall, since which time my class have been studying the lessons as found in the Child's

Quarterly, entitled, "A Year With Jesus," prepared by Miss Lucy Wheelock. The average school age of my class, which is a B grade class, is between six and seven years.

It has been my custom, before the class comes in, to write out upon the blackboard the gist or the main thoughts of the lesson in a few simple sentences. Before taking up the lesson, we join in prayer, the entire class repeating (in concert) the Lord's Prayer.

After asking a few questions on the lesson of the preceding Sunday, I go over the lesson on the board, signing word for word and explaining each new word as we go along. Then the Bible story is given in signs as fully and clearly as I am able to do it—my effort being neither to add to nor subtract from the Bible account. The remainder of the hour of forty minutes is spent in answering the questions already written upon the board. The pupils are provided with Bibles and answer either by spelling or writing upon the board.

When making a general review of the lessons (on Sunday) I usually have the pupils take turns, standing before the class and giving the story of some one lesson under review in signs. Of course, the child often becomes rattled and needs some coaching, if I may be allowed to use the term, but the children seem to enjoy this exercise.

So much for the Sunday afternoon lesson. On the following morning, at the hour usually given to the language lesson, it has been my practice to go over the Sunday lesson again, with a view of fixing the facts learned the day before and making it more of a language exercise. Ten or a dozen questions are usually written upon the board, the pupils writing the answers upon their small slates. Opposite each question is given the passage of Scripture in which may be found the answer to the question. The pupils are allowed to consult their Bibles while answering the questions. This is done to familiarize the pupils with the Bible, which is practically a sealed book to deaf children.

As my pupils are given a weekly test review in each branch of study, they have come to look upon Monday as the day for the test review in Bible lessons. This is conducted very much

as examinations are, only that the pupils use paper and lead pencils. Ten questions covering the lesson and previous lessons are usually asked. In this test review the pupils are expected to write both the questions and answers. The wording of the questions is often more or less changed, sometimes made more comprehensive, sometimes simpler; the order is changed, and the pupils are not allowed to receive help.

Another valuable help I find for fixing the lesson is to have the pupils write out the lesson story in their own words, only insisting that the story shall be true to the facts as narrated in the Bible. This exercise is usually given in the weekly test review, and takes the place of two, five, or sometimes ten questions, depending entirely upon the character of the lesson.

By this method of presenting the Bible lessons, it seems to me three things have been gained: First, the spiritual lessons or truths to be gotten from the Bible lessons are not overshadowed by a desire to have the child get language; moreover, the aim to lead the child rather than drive him has been secured; a thing which I fear we are apt to do when we insist too much, at the first, on the child's getting the language of the lesson. Second, the child is gradually taught to know how to use the Bible intelligently. Each child has a Bible and uses it for himself, the teacher, of course, always standing ready to assist him in explaining passages which are not understood. Third, in the test reviews, the teacher is given some evidence whether the child has taken hold of the lesson and how much of it he has made his own. In addition to this the child has had the advantage, I take it, of having the same lesson presented to him in three different ways.

We are told that perfection in action is secured by repeating the action thousands of times. Similarly in the case of the mind, the impressions communicated through the organs of sense grow from cloudy to clear, from obscure to definite, by dint of endless repetition of the functional act. By the observation of these facts we arrive at an important principle of education: *Exercise involves repetition, which, as regards bodily actions, ends in habits of action, and as regards impressions received by the mind, ends in clearness of perception.*

A MEMBER:—"Mr. Chairman, Mr. Reed speaks of the Bible as a sealed book to the deaf, I can not agree with him. I do not think it is a sealed book to them."

MR. REED:—"I do not mean that it is a sealed book after the child has been in school five or six years; but it is practically a sealed book until the child has been in school some time."

MR. HAMMOND:—"Do you think that, if the pupils did not have this lesson given on Friday to study, that they would study it if left to themselves?"

MR. REED:—"No sir, I do not think they would. A hearing child, after reaching the age of sixteen or eighteen, will not do very much studying on a lesson of this kind, without having been thoroughly trained to do so."

MR. HAMMOND:—"Do you grade them in this work?"

MR. REED:—"I do not."

CHAIRMAN:—"If there is no further discussion of this paper, we will pass to the next, which is by Rev. J. H. Cloud, of St. Louis, and which will be read by Dr. Gordon."

THE OBSERVANCE OF THE CHRISTIAN YEAR IN THE ARRANGEMENT OF SUNDAY- SCHOOL LESSONS.

BY REV. J. H. CLOUD.
St. Louis.

The Christian Year, with its divisions of time into holy days and seasons, each emphasizing, in their proper order, sacred events and Christian truths, has come down to us from a very remote past and is now quite generally observed throughout the world by nine-tenths of all who profess and call themselves Christians. It is, indeed, "A majestic system claiming all time for Jesus Christ, filling every day of every year with His name and His worship." It is the exclusive property of no religious body and is not the part of any essential difference

between the different denominations; therefore, its proper and general observance has a just claim upon Christians of every name.

The observance of the Christain Year in the arrangement of our Sunday-school lessons would be a very simple matter to bring about. The only essential change would be in the time and order of teaching the lessons now in general use.

The seasons of Advent, Christmas, Epiphany, Lent, Easter, Ascension, Whitsuntide, and a part of Trinity, all fall within the usual scholastic year, and their proper observance would more strongly fix the attention of the young upon the Saviour, His life, His work, His example, and upon the faith and earnestness of His followers. His memory would be kept constantly fresh. His truths would be taught anew each year. Due prominence would be given to all. None would be undervalued or forgotten. The day, or the season, would suggest the truth and enforce its teaching. Advent would teach of the coming of Christ and the reasons therefor; Christmas, His nativity and its meaning; Epiphany, His manifestation and its significance; Lent, His fasting and its object; Easter, His resurrection and its relation to the future life; Ascension, His return to Heaven and its purpose; Whitsuntide, the descent of the Holy Ghost and Its work; and Trinity, the mystery of one God existing in three persons. All through the year the practical duties of life would be considered, each Sunday setting forth its particular lesson. Its observance would be a grand, perpetual object lesson to the young. What profession has greater need of object lessons than our own? We cannot afford to ignore any help to a right understanding of the fundamental Christian truths. There is a proper order in which they should be taught. The Christian Year supplies that order. One who follows it from beginning to end cannot be ignorant of the great truths of our most holy faith nor of the order in which they have been received and should be taught. "Order is Heaven's first law." The religious bodies that have long observed the Christian Year regard it as a very useful means of grace, one which they would not abandon for any consideration, yet it forms no essential part of faith or

doctrine. It is a means to an end, the utility of which has been fully demonstrated through many hundred years of practical experience.

The custom of indicating the days and seasons in periodicals, calendars, diaries, and almanacs has long obtained and is steadily increasing. Poetry, Art, and Literature, from time immemorial, have abounded in references to it which cannot be understood without a knowledge of its order and meaning. I believe that the best arrangement of our Sunday-school lessons would be to have them harmonize with the chief days and seasons of the Christian Year. I believe it would be better to have them made uniform in all our schools and prepared especially for the use of our pupils.

I would, therefore, suggest that the Chairman of this Convention appoint a committee of five members to arrange a four years' course of Sunday-school lessons, in harmony with the Christian year, for use in our schools. The course to be adopted, on its merits, by the different superintendents and principals. It could include graded questions and answers, with references, suggestive topics and illustrative stories—all of which could be given out in quarterly installments in advance. The essential features of the church year should be brought annually in a different Gospel lesson. The original course may be revised at least once in every four years and made more attractive and useful. A course of weekly lectures might also be added, with special reference to the virtues to be cultivated and the vices to be avoided. Such a course would, in time, become the standard for Sunday work in our schools. I do not think the cost, on the whole, would exceed what is now being paid for Gospel lessons. Perhaps the work could be done at some school owning a printing plant. At any rate, better results as regards moral and religious training of our young friends would follow, which would more than compensate us for the time, labor and expense required.

DR. GORDON:—"I wish to say that I have never seen that paper until it was given to me a few moments ago, but I am

profoundly in favor of the suggestions which it contains, and wish that we might put some of them into practice."

MR. WALKER:—"It strikes me that Mr. Cloud's suggestions are of very great usefulness, as it is a conceded fact that the deaf children ought to have a series of lessons just as the hearing children have. We tried the different series, but found none well adapted to our needs, and I believe that a committee ought to be appointed to select from the different lessons already prepared, and prepare one specially suited for our own use. I think it would be a very valuable thing in our work."

(Mr. Connor takes the chair.)

A MEMBER:—"We have used the International series of lessons, but do not like them, and wish that something could be arranged specially for our children."

A MEMBER:—"I am very favorably impressed with the propositions contained in that paper, and I hope the suggestion will be carried out, such a series of lessons will be of the greatest value in our schools."

MR. YATES:—"I feel that a committee ought to be appointed to place before us a scheme by which we could teach these truths systematically. I think perhaps it would be well to have a four years' course, the same as mentioned."

A MEMBER:—"I would like to ask a question: How soon and in what grade could this be used?"

MR. CLOUD:—"In all grades."

MR. YATES:—"I move that such a committee be appointed to prepare some scheme to aid us in teaching."

CHAIRMAN:—"I would prefer that this motion be presented at a regular session, as the whole Convention is not present this morning."

MR. YATES:—"Then I move that a committee be appointed now to draft a resolution and report it to the Convention to-morrow."

CHAIRMAN:—"There is no objection to such action. Is there a second to the motion?"

The motion was seconded and carried, and the chair

appointed the following committee: F. B. Yates, Rev. J. H. Cloud, Miss Fuller, T. N. Walker and F. W. Booth.

Questions from the "Question Box" were answered. (See Appendix.)

The Convention then adjourned.

During the afternoon, a concert and entertainment, arranged by D. W. McDermid, of Winnipeg, Manitoba, was carried out. There were a number of excellent voices among the delegates, and a mixed chorus was formed. Gospel songs were sung with accompaniment by the orchestra. There were recitations in the sign language by Rev. Hasenstab, of Chicago; Miss Barry, of Frederick, Md., and J. C. Balis, of Belleville, Ont. Miss Bertha Mellen, of Jacksonville, Ill., an elocutionist of marked ability, gave two recitations, and Miss Titus, a pupil of the Michigan School, recited "Why Should the Spirit of Mortal be Proud?" with excellent effect. There was a duet by Mrs. Mary E. Walker, of Jacksonville, and Mrs. Alice Noyes Smith, of Faribault, Minn., and as a conclusion, the Convention sang "Nearer My God, to Thee," while Rev. Thomas Gallaudet interpreted the hymn in the sign language, so that those who could not hear or sing the words accompanied it in spirit.

In the evening, exercises were held at the Congregational Church in Flint, where a large audience listened to brief addresses by Prof. A. Graham Bell; Miss Mary McCowen, on Kindergarten Work; Prof. J. C. Gordon, on Higher Education of the Deaf, and Prof. Weston Jenkins, of New Jersey, on the Industrial and Artistic Branches of Education.

Seventh Day.

Monday, July 8, 1895.

Morning Session.

The Convention was called to order at 9 a. m., with President Connor in the chair, and opened with prayer by the Rev. Hasenstab.

Minutes of the preceding meetings were read and adopted.

Mr. Nelson, for the Committee on Enrollment, made a final report, which he read at length. (See pages 5 to 14 inclusive.)

Mr. Clarke read a telegram from Supt. Watson in regard to employing a teacher for the Washington school.

Mr. Clarke reported that a meeting had been held in the chapel and a society formed for "Child-Study," with Mr. Harris Taylor as President and Mr. F. D. Clarke as Secretary.

MR. WALKER:—"The newly elected Executive Committee met and the following names were selected for the committees as provided for by the Constitution. The Committee would like the approval of the Convention in their selection. At the request of Mr. Job Williams, the name of Mr. A. F. Clark, of Hartford, has been substituted for that of Mr. Williams as Chairman of the Normal Section. I will read the names."

Committee for the Normal Section.

Abel S. Clark, of Connecticut, *Chairman*; J. W. Blattner, of Texas, Alice Noyes Smith, of Minnesota, Ada R. King, of Pennsylvania, and Katharine Partridge, of Maryland.

Committee for the Oral Section.

Joseph C. Gordon, of Washington, *Chairman*; Caroline A. Yale, of Massachusetts, Adelia C. Fay, of Connecticut, Edwin S. Thompson, of Pennsylvania, and Lottie K. Clarke, of Michigan.

Committee for the Auricular Section.

J. A. Gillespie, of Nebraska, *Chairman*; J. C. Gordon, of Washington, F. D. Clarke, of Michigan, Frank B. Yates, of Arkansas, and W. E. Taylor, of Nebraska.

Committee for the Kindergarten Section.

Mary McCowan, of Illinois, *Chairman*; Hermine Haupt, of Kentucky, Lottie Morgan, of Illinois, Z. F. Westervelt, of New York, and Catherine Crocker, of Illinois.

Committee for the Industrial Section.

Warren Robinson, of Wisconsin, *Chairman*; Edward J. Hecker, of Indiana, Edwin H. Barton, of Michigan, William Nurse, of Ontario, and Helen Ohnstad, of Wisconsin.

Committee for the Art Section.

Philip G. Gillett, of Illinois, *Chairman*; Clara H. Stevens, of Illinois, Theophilus d'Estrella, of California, E. McK. Taylor, of Missouri, and Gabrielle M. LePrince, of New York.

Eastern Local Committee.

Edward B. Nelson, of New York, *Chairman*; Thomas F. Fox, of New York, F. W. Booth, of Pennsylvania, Robert Patterson, of Ohio, and Caroline F. Elwood, of Michigan.

Western Local Committee.

Frank W. Metcalf, of Utah, *Chairman*; W. A. Caldwell, of California, D. W. McDermid, of Manitoba, Annie Morse, of Illinois, and G. L. Wyckhoff, of Iowa.

Southern Local Committee.

Wesley O. Connor, of Georgia, *Chairman*; J. H. Johnson, of Alabama, Annie Rogers, of Kentucky, Philip H. Brown, of Louisiana, and Annie C. Allen, of North Carolina.

On motion the report was adopted and the action of the Committee endorsed.

MR YATES:—"I think the teachers of the deaf in America ought to have some kind of a protective association. Men of almost every vocation in life have organized helpful protective societies, and I think it about time we should do so.

"Such organizations need funds, of course, but there are several ways for such funds to be collected, so that the amount each member paid in would hardly be felt, yet, at the same time, be worth much to him in the protection it provided.

"As it seems to be a difficult matter for the deaf to get insurance in good companies, owing to a mistaken estimate of their longevity as a class, such an association might partake of some of the features of an insurance company. There are, now and then, those in our profession who, on account of failing health or other serious troubles, need brotherly help. There are also those who wear their lives away in the work for the love of it, and who, because of their salaries being too small to enable them to lay up any thing, are, like an old horse, turned out poor, to die. What a great thing it would be if, when such deserving cases occur, we, as a profession, had a reserve fund on which we could draw.

"There may be those who say 'We are too proud for this. It does not sound respectable.' As long as helpful brotherly love is not only respectable, but beautiful and Christian-like, we, as brothers in this great work, should not only be too proud not to do it, but our pride should rest upon the fact that we *do* do it. It would add to our respectability, rather than detract from it, by holding up those worthy ones who fall worn and weary by the way side.

"I felt that I could not go away without saying something about this matter.

"I think it a beautiful idea and a noble one to be put into practice. It would bring us all closer together and thus make us stronger as a profession.

"If there is time, I should like to hear from some of the other members."

MR. METCALF:—"I have given this subject, that Mr. Yates has presented to us so forcibly, considerable thought, and wish that this idea might become practicable. I think it would be one of the best things that we could do, both for ourselves, and those who follow in our footsteps."

DR. GALLAUDET:—"There are many who wear out their lives in this work, and I would like to see it put into practice, but I

think we would hardly have time to do much now. I would heartily sanction a proposition to have a committee appointed to report on this at our next general meeting."

MR. YATES:—"I am willing to have this committee report at our next meeting. I think we could all spare from our salaries—say: two dollars a year, and this from each member of the profession (seven hundred and eighty-four) would, at the end of three years, amount to the handsome sum of \$4,704, which, being properly invested, would rapidly increase. My idea is to have such a fund for the infirm and needy of our profession.

"I move that a committee be appointed to report at our next meeting."

This motion was seconded and carried.

CHAIRMAN:—"I will appoint the committee and announce the names later on."

MR. HASENSTAB:—"Mr. Chairman: I desire to offer the following resolution:"

Whereas, Religious and moral training is as important a factor in the general education of children as those departments first mentioned in the second section of the fourth article of the Constitution, and as such it deserves as much attention in thought and discussion, be it

Resolved, That the Committee on the Normal Section be directed to arrange programmes and plans for full discussion of topics on the spiritual welfare of children at the next general Convention, and also at local meetings, and through published reports, essays and other writings in accordance with the second and third objects stated in the second article of the Constitution.

The resolution was adopted.

MR. HASENSTAB:—"I have another resolution which I desire to offer:—

Whereas, Religious and moral training is as important a factor in the general education of children as those departments first mentioned in the second section of the fourth article of the Constitution, and as such it deserves as much attention in thought and discussion, be it

Resolved, That a department that will cover that part of the work and be known as a religious and moral section, be added to the list of sections, and, therefore, it be

Resolved, That Article IV, Section 2, be so amended as to read as follows:

There shall also be elected by ballot at each general meeting of the association ten Chairmen of Committees, as follows:—

One for a Normal Section, one for an Industrial Section, one for an Oral Section, one for an Auricular Section, one for a Kindergarten Section, one for an Art Section, one for a Religious and Moral Section, one for an Eastern Local Committee, etc.

A MEMBER:—"Mr. Chairman, as time is passing and we have a large amount of business to dispose of, I move that this resolution lie on the table to be taken up at our next general meeting."

The motion to table was carried.

The programme for the Normal Department was taken up and Mr. Weston Jenkins took the chair.

Mr. Noble McKee concluded his paper on language (see pages 66 to 89 inclusive)

CHAIRMAN:—"We will now have a paper by Mr. J. T. Elwell, of Mt. Airy."

SOME DEVICES FOR TEACHING LANGUAGE.

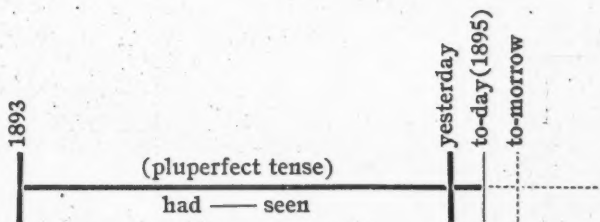
BY PROF. J. T. ELWELL.
Philadelphia, Pa.

The best known device that develops language in a pupil is that which develops it naturally and is subsequently perfected by rule. To be natural there must exist an occasion, and an idea seeking an outlet from the soul by some form of expression. The thoughts, desires, feelings, hopes and fears are the principal concerns of all human beings and will naturally find some sort of expression. Among the hearing language is the easiest form because, for all practical purposes, it requires less art. Among the deaf it is "all art, not chance." Language development is most rapid where ideas and occasions are most abundant and where interest in it is most marked. The proper way to go about it then, is first to secure the pupil's interest, to develop ideas and to utilize and create occasions, and finally to clothe the ideas with written or spoken words, properly arranged. Letter, news and journal writing must

always take precedence to any species of composition, because they most naturally express all that concerns and interests the pupil. They are therefore the best devices. The old practice of requiring pupils to write descriptions of pictures, stories and phrases should be reserved for the higher grades. They are all purely mechanical processes that resolve in some single tense, but require skill to do them justice; besides, story writing is comparatively unimportant to the deaf, as it has no practical and but little commercial value.

From my own practice, I find that the easiest way to teach idioms and colloquialisms is to introduce them judiciously, in model letters and news items to be copied by the class into their composition books. This must be done often and certain phrases frequently repeated. I hardly think forcing a pupil to memorize these models helps him any; and in fact I have found that any bit of news, or anything in which a pupil or the class was directly concerned or interested, was a greater stimulant to their acquisition of those forms than any forcing process. They seemed to take a certain amount of pride in being able to use extracts from the models, and each word of approval added fire to their enthusiasm. However, there comes a time when phrase writing, as an exercise in language, becomes very desirable. The elder Gallaudet evidently recognized this fact, when he wrote his Dictionary of Phrases for the Deaf, or some such title. But much depends on the teacher. He must know what and how, as well as when to introduce them, and he must have ingenuity at his fingers ends, else phrase writing, as an exercise for the deaf in language lessons, will only turn out a poor showing. I do not say it will be a failure; its results will develop in time. But teachers who hanker after credit, and their name is legion, and principals who look for immediate results, and their cognomen is legion, too, will often be disappointed, because pupils are rather slow to introduce into their compositions forms that have been taught in isolated sentences, and which, if introduced at all, are sometimes apt to give a queer, quaint or curious turn to the context. But, for ordinary pupils, in intermediate and higher grades, there is no reason why they

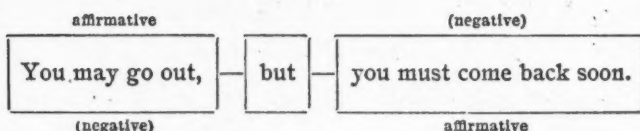
should not be regularly taught. It must be remembered that use is the law of language and its best teacher; besides, perfection is only reached through the rugged road of failure. Finally, phrases, when skillfully done, approach the natural method in which a whole sentence expresses an idea. They require that certain words should never be used alone. They are current coin of the realm and legal tender in all colloquial transactions. Thus, "any" must always indicate some negative expression and must have its negative complement, "no," "not," "never," "hardly," "seldom," etc. "Since" must always go with "have" or "has," but, in elementary work, never with "had." By the way, the auxiliary verb, "had", of the pluperfect tense, implies an act, state or condition as existing up to, or previous to, a given time in the past. Therefore, it should always follow the past tense in a separate phrase or sentence, and examples should be given and required. A great many inexperienced teachers make the mistake of teaching the pluperfect tense by itself. No wonder it is so difficult to successfully teach. (Whenever a definition of the pluperfect tense is required, the pupil will best understand it by saying it is synonymous with the word "before:"— as, "I saw my uncle John yesterday." I HAD not seen him for two years, that is, up to the time or BEFORE I saw him yesterday. A horizontal line, marked thus:—



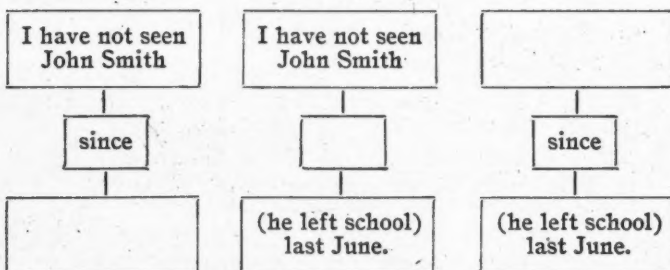
would serve for illustration.)

In introducing such conjunctions as, "because," "but," "that," "since," "until," "for," "last," "when," "if," etc., it may often be necessary to illustrate their office as connecting words. For this purpose, I divide a sentence containing any

one of these conjunctions into three parts, or rather place each part into a separate link of a chain of three links. The first link contains the principal clause, the second link the connecting word, and the third link the dependent, or co-ordinate clause. When clauses are co-ordinate, the chain is drawn in a horizontal position thus:—*

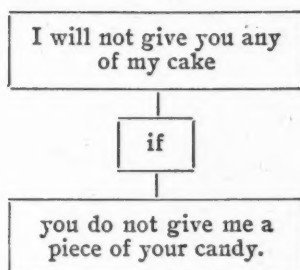


When one of the clauses is subordinate, the chain is drawn in a perpendicular line, with the principal clause in the top link and the subordinate clause, of course, in the bottom one, with the connecting word in the smaller link that joins them. It is good exercise for a class to fill up any one of the three links when any two are given, as:—

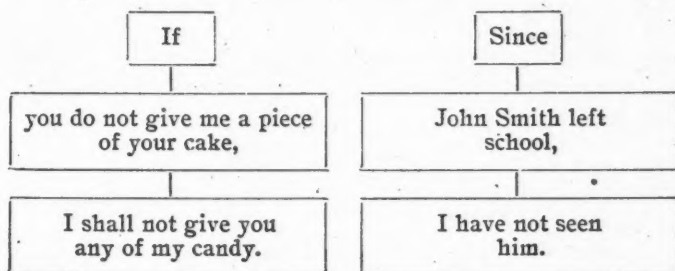


*Mr. Elwell illustrated his paper with diagrams drawn in circular or oval shape. It not being practical to print them thus, without unnecessary expense, they are arranged as above.

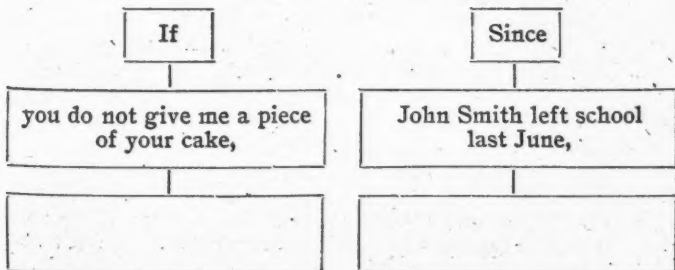
or, again, taking for an illustration the conditional word, "if":—

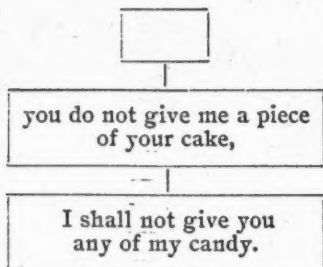


But since it is an anomaly of the English language, that a subordinate clause may properly precede the principal clause, we may with considerable success form the chains thus:—



or teaching elliptically, thus:—





The chief merit of these diagrams is their simplicity of explanation. They are to the eye of the average deaf pupil what grammatical terms and analysis of compound sentences are to more advanced hearing pupils. After a little practice, there is not much liability of the pupil writing such horrid "deaf-mutisms," as, "If I shall not give you *some* of my candy, if you do not give me a piece of your cake," or "You do not give me a piece of your cake if I do not give you *some* of my candy;" or "Since I have not seen John Smith, he left school last June," or "John Smith left school last June, since I have not seen him."

"Unless" is a very difficult word to teach, but it becomes comparatively easy by substituting it for "if," in the small link, and cancelling the words "do not" in the next lower one containing the subordinate clause. The other conjunctions may be taught very successfully in the manner above explained.

From personal observation of the practice and results, the five column method is, no doubt, the best device of teaching elementary language; and I have often used it very successfully in making corrections in language of pupils in higher grades. Colored crayons are very helpful, in indicating the parts of speech of words, and also in pointing out their positions and relation to one another. All of which is very mechanical you will say; but the four fundamental principles of arithmetic are very mechanical, too, and civilization is largely constructed of mechanisms, and it is a poor, slow and

ancient world where advantage is not taken of the easiest and most progressive methods.

For advanced pupils, interest in certain newspaper subjects, base-ball, free silver, the tariff, etc., for instance, or the institution paper, when designed chiefly for their perusal as well as a depository of their contributions, is a great factor of language development. The sentiment against signs should be encouraged, but within limited bounds; and I do not think the teacher should be hampered with restrictions in their use. Self-interest will always tell a teacher how far to resort to them. Manual spelling is a good thing for the deaf, and I must confess I have often been surprised at the rapid strides made by the most backward pupils in this respect; but, like oralism, it has its drawbacks. It is comparatively slow in mental development.

As I intend my remarks shall be short and suggestive. I conclude with the expressed belief that the best devices are those which best fit the understanding of the pupil; and a skilful teacher is he who is most ingenious in invention and application of them.

A MEMBER:—"It seems to me that this is a very practical and systematic way of teaching. A systematic course of instruction in language is the only thing by which we can hope to do much good. I think this is a good system."

CHAIRMAN:—"The next paper is on physiology, by Dr. J. H. Brown, of Illinois."

PHYSIOLOGY.

BY DR. J. W. BROWN.
Jacksonville, Ill.

Our body is the dwelling place of an Immortal Spirit and is the perfect specimen of the Creator's handiwork. To examine it generally; to ascertain the methods of action of the various parts, their names, position, form, consistency, etc.; how to

protect these parts from injury, and how to maintain a healthy condition, should be the object of teaching physiology.

It has often been asked me at what age we should begin this study. If we define it as a study which treats of the *names*, the vital actions, and uses of the different parts of our system, then, I think, our children should begin it the first year they are in school. To begin it as a special study, however, should depend on the ability and advancement of the child. Physiology may now be made so simple that lessons which involve some parts of hygiene, twin sister of physiology, may be begun at a very early age. We have a vegetable physiology relating to plants; animal physiology, which relates to animals; and human physiology, which relates to the human body. My first lesson in teaching this subject would be to ascertain just how much of the names of the most common parts of our body the child knows, as, for instance, the hands, fingers, arms, shoulder, face, head, and with this as a foundation, we begin to build our structure. This information is usually learned in the primary grades; yet, I remember a pupil, some years ago, who thought the ankle was located somewhere near the neck and was liable to get the elbow attached to the leg. Then, my first lesson should be in the form of a quiz, that I may see how much of this knowledge is lacking and which must be supplied. We recognize the fact that a structure which we desire to be permanent should have a well-grounded foundation. Once those familiar parts are known, we talk on organic bodies, generally, and draw out points of differences between man and plants, as well as between man and other animals.

The names of the familiar parts having been thoroughly known, we *rub it in* by taking about the *use* of these. In nearly all cases, the children may be able to give some approximate use for the eye, the ear, the tongue, the nose, fingers, etc. Physiology to them becomes a live subject or study in proportion to the number of new facts the children are able to discover for themselves.

I require my pupils to find out new facts, new to them, and I try to lead them, through careful observation, assisted by

tensely directed questions, to tell me the result of their discoveries. These facts are not new to me, or they should not be. The children take delight in telling me about them, and, I assure you, when I see their faces brighten over the acquisition of these new facts—to them, at least, new—I think teaching is one of the most interesting occupations one can engage in.

The body is a complicated machine, and, if we wish to study the workings of any machine intelligently, we must study its individual parts, and, afterwards, study it as a whole. In building all houses, there is a frame work. Since we often compare our body to a house, the frame work of it is the bones. It may be an interesting diversion to ask what the windows, doors, etc., of our body-house are. If we can present to the class a skeleton, so much the better; but in teaching about bones, I *must have* bones, if I've to kill some animal specially for the occasion. I usually take the femur. Placing the bone in the hands of the class, I ask them to tell me something about it and, without other questions, I give a list of answers, as nearly as I can remember, which I got from my pupils. "The femur is long. (I give the name femur.) It is hard. It is white. Its ends are large. It is round. It has a round head. It has many little holes. (I develop the word—porous.) The ends are smooth." Now going back, I take these answers—for I write them on the slate—and we talk further about each. Why is it long? If it was short, what would be the result? Why is it hard? When does it break easily? This is a good place to illustrate the difference between the bones of youth and old age. Why large at the ends? This exercise may be carried out to great length, and I think with much profit. Of course, we do not expect to get perfect answers, at first, but practice makes perfect when judiciously directed, and through this practice we can mould or train the thought into simple, correct forms of expression. Taking another bone, which I have sawed into two pieces, I again encourage investigation. Of course they see that it is hollow and then we have a talk on hollow pillars, straws, etc., which are hollow, and lead them, if possible, to discover the fact that this condition makes them stronger. The character of the information sought after from

the children should be carefully gauged according to the ability of the child. I doubt very much the wisdom of attempting to teach the composition of bones and the methods by which we can prove it, until the pupils have a more extended knowledge.

Naturally, a study of joints should follow that of the bones. The different parts of a joint and the different kinds of joints can best be studied from the subject. Often times, in teaching any subject or lesson, pupils may ask questions which indicate original thought, based upon careful observation in the past. After we had a talk about joints, one day, one of the members of my class asked me what made joints swell. He had seen an animal with a joint very much enlarged and was unable to arrive at any conclusion as to a correct cause. Joints are usually divided into slightly movable, freely movable, and immovable. While this division may serve all the requirements, and has the advantage of simplicity, yet, we may make four great divisions, namely:—the hinge, as in the fingers; ball and socket, as in the shoulders; pivot, as in the neck; and serrated or saw-shaped, as in the skull. Of course there are other varieties of these.

The cavities of the body, which are many, may be classified under three heads:—the skull, thorax and pelvis. With the dead subject, I show what each of these cavities contains. I forgot to mention that, after we study any part, we impress its shape and size upon our memory by drawing it. So when we have taken up these three cavities, they are drawn. Some copies of which I show you. In talking about the skull, I encourage the children to ask me questions about the holes, cheekbones, teeth, jaws, etc., then a sketch is made. I remember, when at school, I took great interest in penmanship, and, when I saw the teacher write any word or letter, watching the manner in which he did, it helped me more than anything else. Acting in this knowledge, and believing what helped me may help others, I quickly sketch these parts before my class, before I require them to do it. "Grow by doing" is our motto. I usually offer fifteen cents to the boy who secures for me a rabbit, for a certain day, and, with these aids, we have rabbit

without toast. Studying chemistry without experiments is not an interesting task. The odor of a rose is only learned from a rose. No wordy description, no picture, however perfect, can convey the true idea of the flavor of a delicious peach. Carrying the analogy still farther, I think, in teaching physiology, if we can have the real organs from some dead animal, the illustrative talks become full of life, and, without them, there is danger of our teaching becoming misleading and unintelligible. Sketching the parts, as I said, helps to fasten the idea, teaches closer observation, cultivates exactness and broadens mental capacity.

I shall have to pass over, for lack of time, any remark about the muscles and the integument. Usually, in talking about the covering of animals, the information is nearly all supplied by the pupils; and it is here that I note the difference between an excretion and secretion. A secretion is something elaborated from the blood and retained in the system, having a further function to perform; while an excretion is, like the secretion, taken from the blood, but discharged from the body, having no further utility in the economy of nature.

FOODS.—In discussing the subject of foods, I always place before the class samples of many varieties of foods. We have a splendid collection, and they are so arranged that the child may handle and taste them. Foods I divide into three great classes: vegetable ($1\frac{1}{2}$ -), animal ($\frac{1}{2}$ -) and mineral ($3\frac{1}{2}$ -). This distinction I accept as sufficient, at first, though I afterwards classify them under four heads: nitrogenous foods, starches, albumens, and fats.

Many teachers classify foods under two heads: organic and inorganic. The division is simple, yet the words convey an indefinite meaning. Now, we take different samples of starches, as corn, wheat, potatoes, rice, etc., talk about how they grow, where they are largely cultivated, etc. The same may be done with fats, nitrogenous and albumenous. The necessity for a mixed food, effect of climate on foods of animals, result of too much or too little food, waste and repair, cooking foods, etc., prove interesting talks. Each of these topics may be expanded by a series of questions. I remember, at one time, I was dis-

cussing foods in my class. We read an extract from a Chicago paper, that said a family had been poisoned by eating pork not thoroughly cooked. I wrote the extract on the board, and before we got through with the lesson, we had learned a great deal about the value of cooking foods.

DIGESTION should follow foods as a natural sequence. This will probably be the proper place to have a talk about the teeth; the different kinds, shapes, numbers in different animals, formation, etc. It is a very easy matter to get a tooth. Let the children handle it. The roots, crown, enamel, etc., are shown. This is supplimented by a talk on "The care of teeth," tooth-ache, causes, etc.

We begin the study of digestion by a very practical application. Taking a piece of biscuit, I give each a piece. It is chewed and swallowed, and through this we learn about the mechanical action of the saliva. I have a portion of ptyalin, the active ferment of saliva, and with it I show the chemical action of the saliva. The salivary glands, the saliva, quantity, and uses are talked about. Now, here comes in a little medicine: gum chewers and tobacco chewers, in time, if carried to excess, suffer from indigestion. The cause of this I explain. The digestive tract is taken throughout in the same way. The different parts are shown and, each time we talk about them, additional information is added. My first talks on any organ or process are very general and, as their knowledge increases, little additional points are given. In connection with digestion, we take into consideration all the glands which are connected therewith, as, for instance, the liver and the pancreas.

ABSORPTION can best be illustrated by taking examples from plant life. To illustrate the word, I take blotting paper and absorb ink. Any illustration of this nature will give the idea. The influences which promote or retard digestion can best be explained by citing examples which have come under our own observation. Active exercise, worry, certain conditions of the system, medicines, so affect it, that the children may be able to name instances where these influences have been at work.

CIRCULATION.—Every one who has taught the subject of

physiology knows it would be a waste of time teaching circulation, without illustrating it with the heart of some animal, to begin with. To show the double action of the heart, I usually take a common syringe, and with some water, I represent this bulb as the heart, performing its suction power by bringing the water into the bulb, at the same time propelling it out of the other end—the force pump action. We are following the food through the body. It is absorbed, pumped through the vessels, and becomes a part of our physical system by the nutrient parts being absorbed and assimilated. The blood-vessels, arteries and veins are shown in the real subject. My talk on this includes the source of blood; its uses, color, organs of circulation; the pulse, which may be exemplified by pressing the finger on the syringe, conditions which increase or decrease the heart beat; uses of circulation, etc.

Following our subject still further, we take RESPIRATION; its object, the air passages, etc., and, in connection therewith, we take up the subject of air. Talking about oxygen or carbon, dioxide is uninteresting, unless the children see some experiments with these two gases. So I make a jar of oxygen and show its effect on a mouse and on combustion. We also put the mouse into a vessel full of CO_2 . These little experiments never fail to hold the attention and interest of the class. With this subject, we talk about pure and impure atmospheres, how the air is made impure and *vice versa*, the difficulties of breathing in high latitudes, ventilation and different methods for it.

The nervous system and the physiology of the special organs of sense form such an important part of physiology, that I shall defer it to some other time.

To sum up, let me express my method in a few words. I use no books at first. When I have gone over the subject, generally, books may be given for general reading about physiology and hygiene.

I never teach a part without presenting the part, or a drawing of it, before the class. When learned, I wish all my pupils, whether art students or otherwise, to make a sketch of

it, and this, in time, is produced from memory. In every lesson, I aim at drawing out information which will increase their knowledge of hygiene. This is really the aim of physiology and should, I think, be the highest motive in developing this study.

CHAIRMAN:—"We will now have a paper on history, by Mr. G. M. McClure, of Kentucky."

HISTORY.

BY G. M. MCCLURE.
Danville, Ky.

The necessity of teaching history has been stated in the abstract by the Concord Philosopher, "Man is explicable by nothing less than all his history." To understand history is to understand man—to see clearly, as a rounded whole, the one human character whose actions confront us in detail from our library shelves or the morning paper, or reach us, directly, through our sense perceptions. The subjects to be taught in our schools for the deaf are many, the years few, but the claims of history must not be slighted. It must be, alas, in the majority of cases, until that "better way" for which we all seek so earnestly is discovered, the only literature we may give our pupils.

In the case of the hearing child, there is a preliminary and unconscious training obtained before the study is formally taken up. Allusions to historical characters and events are constantly made in his presence, and, when he begins the study in school, he feels himself, to a certain extent, on familiar ground. The deaf child misses all this, and, if his first introduction to this interesting study is obtained when a text-book is thrust into his hands, and he is told that the lesson is from page one to such and such a page, and is then left to his fate, there is great danger that the study will be for him a "stale,

flat and unprofitable" one. Even with the most careful preparation upon the part of the teacher, and enthusiasm and confidence upon the part of the pupil, the task will be a hard one, if no preliminary work in history has been done. If the teacher will count the new words and phrases occurring in the lesson of his beginners, he will find that there are usually at least eight or ten to the page, and that number may be largely exceeded. With the task of learning so much new language, in addition to acquiring a knowledge of the facts told therein, the pupil's case is analogous to that of the British soldier, who is said never to know when he is beaten and by dogged persistence, sometimes snatches victory from defeat.

There should be previous preparation; that admirable book of the Hartford series, "Bits of History," or something similar to it, should have a place in the course of study of every school for the deaf, as an introduction to the formal study of this branch. The history lessons should, at first, be short, the language analyzed, and care taken that the pupils thoroughly comprehend what they study, or the teacher may wake up some morning to discover that, instead of leading an eager band of learners who respond, cheerfully, to every call made upon them, he is driving a dispirited, unwilling class of shirks who have lost interest both in the study and in him.

When teaching history and using the question method, I usually conduct the recitation by means of the manual alphabet. It is more rapid, more interesting to the pupil, and gives opportunity to elaborate the lesson and correct the errors of one pupil before the whole class. But every few days, I vary the work by requiring the lesson to be written in answer to questions, or by the use of the topic method. In questioning, my object is to ask, as far as possible, questions that present complete, as distinct from partial, pictures of an event to the mind's eye; to look at it from different points of view; to lead the pupil to see the necessary reason for every fact; to so link in the mind, *cause* and *result*, that the mention of one always brings with it the memory of the other, and to draw from the pupil his own opinion on the subject.

There are few things as hard for the pupil to remember as

dates, but there are many in history that patriotic, well-informed Americans should know. My plan in teaching dates has been to single out the one I wished remembered and bring about an association of ideas, with the date as the central figure; tell of some other event that happened about that time, have one of the pupils make a calculation of the time that has elapsed since, etc. Next day, and on many subsequent occasions, either before or after the regular history lesson, I allude to the date and express my disbelief in the ability of John—the good-natured, forgetful member of the class—to recall it. John, being put upon his metal, tries, probably vainly, to remember it, while the rest of the class who are, if the truth were known, probably suffering from a guilty feeling that makes them dread that the inquisition may come their way, look on with interest. The date having been given, at length, and commented on, I tell the class that I expect to catch John napping again next day, but I seldom do.

The advantages of the question method, in sifting the pupils' knowledge, in finding out what they do *not* know as well as what they *do* know, are obvious to every teacher, but Prof. White, in his work on Pedagogy, has pointed out its one great defect—it fails to train the pupil in connected discourse. It goes without saying that this objection is a far more serious one with a class of deaf than of hearing pupils. The chief aim in every school for the deaf is, and must continue to be, to give the deaf child language, and the history lesson should contribute its share of variety. As all the facts of history group themselves about a few great names, biographical sketches of those characters who made it afford an excellent opportunity for teaching the narrative style in conjunction with history. To do this, successfully, requires the putting into the lesson of a great deal more than is found in the text book. The fine old stories, with which history abounds, should be told as we go along, as well as those little *mots* that throw a flood of light upon characters, motives, and times. The material is all there to please, elevate and instruct—to make the study as interesting as an old romance—

and, if our pupils are not interested, there must be something wrong with either the method or the teacher.

CHAIRMAN:—"Mr. Thos. P. Clarke, of Michigan, will now read a paper on geography."

PRIMARY GEOGRAPHY.

BY THOS. P. CLARKE,
Flint, Mich.

In this school, we begin the study of geography about the middle of the third year. One of my classes reached that point, in January last, and I have written a plain, unvarnished tale of my work with them. Unfortunately, this class had only three hours of instruction a day, as my time was taken up with a higher class. I have always been more or less dissatisfied with the usual methods of teaching this study, and read with pleasure, the "Report of the Committee of Ten," which recommends some startling changes. The familiar definition: "A description of the earth's surface," though time-honored, is not nearly so good as the one given by the Committee, "The physical environment of man."

But with our children, definitions of all kinds should come very late in the game. Our first efforts are devoted to giving the children a correct knowledge of maps and their uses. There is no way to do this so surely as having them make the maps themselves, and then using them for language drill until thoroughly understood.

I began by giving the children a fairly definite idea of the cardinal points. Then, having procured a large slate, 26x30 inches, I drew two parallel lines, about eight inches apart, from end to end. In the proper corner, I marked off a square. In this square, I wrote, "Mr. Clarke's school-room."

All this was done without a word of explanation, my object

being to arouse the curiosity and interest of the class. My success was complete, as was shown by the shower of questions which greeted me, when I looked up from my work:—

“What are you doing?”

“What is it for?”

“That is a funny diagram.” (We use Miss Sweet’s diagrams.)

These and a dozen other queries were spoken, spelled, and signed, in a breath, while each child was a living interrogation point for the next hour. “I am making a map,” said I; “would you like to help me?”

“Yes,” was the chorus. “What kind of map?” was shouted at me by several. “Like those on the wall,” was the explanation; not very accurate, it must be confessed; but the enthusiasm of the moment was too precious to be curbed or wasted by dry and useless definitions.

With the class mentally and physically on tip toe to see the slate, which was lying on my desk, I then explained that the square in the corner was my room, and showed them where I put the windows and door, and that the space between the two parallel lines was the main hall. A few questions located the cardinal points on our map.

Exploring parties were then sent out to locate the different rooms, the stairs, the windows in the hall, etc.

Next a pupil was sent to Mr. Brown’s room, to count the windows and find out in what part of the room they were. This occasioned some debate, in which each child was encouraged to express his opinion. A second and third was sent before we got the windows on the map correctly. Each room was visited in a similar way, by a different pupil each time, until every window on the floor had been placed on the map.

Next we located the teachers’ desks, and then the clocks. All this took up considerable time, during which the conversation never flagged, and when it was over, the children were surprised to find it fifteen minutes past the usual time for dismissing school.

This map was hung upon the wall and used constantly, for some time, as material for language work.

One exercise in which the children took great delight was a game of hide and seek. At first, I would take some object and leave it in a certain place, without letting the children know its whereabouts. Then I would mark the spot on the map and tell some one to bring me the object. A given time was allowed, and if he failed to find the place, another was sent. Then one of them was allowed to hide the object and locate it on the map. This is varied by having the object located by written directions, as: "It is near the southwest window," etc.

One member of the class, a very bright congenital mute, found his way from the institution to my house, in town, a distance of nearly a mile, by the use of a map which he asked me to draw for him.

Language, either spoken or spelled, was used throughout, whenever the child could understand it, but no ideas were sacrificed for lack of language. If signs were found necessary to give a clear idea of what was meant, they were used freely and without hesitation. The children were not sent to ask the teachers, "How many windows are in your room?" but were told to look for themselves, thus training their powers of observation.

Another exercise, which seems to me excellent, but which I have never tried, is to make maps of imaginary villages, etc., as follows:

Take a large sheet of manilla paper, about 2x4 feet, and fasten it on a table with thumb tacks. Then get a number of toy houses, fences, trees, etc., the smaller the better. If funds are as low with you as they are in this school, you may make blocks from the cabinet shop answer, or better still, cut the objects out of paper and make them stand up by gluing them to blocks of wood. Ask the children to help you build a village.

Insist that all the talking be done either orally or by spelling. Lay off the streets by straight lines on the paper. Then let the children, in turn, place a house. Ask, "Who lives in this house?" When the name is given, write it on the house. In this way you can put in the churches, fences, stores, trees,

gardens, etc. Keep up a running fire of questions: "What church is this?" "What is the name of this street?" "How does this street run?" etc., etc.

Time your lesson so that you must stop before half the things are located as the children want them. Tell them you will finish to-morrow; but the houses will be all mixed up, and you cannot get them back again as they are. Let the children suggest some way out of the dilemma. If they do not think of it, you must suggest making a map. Then, with a pencil-mark around each object, write the names of the objects in the spaces. It is best to let the children do this themselves. At the beginning of the next lesson, let them place the marked objects in the proper places, and proceed as before. To make the hills, use coarse sand or gravel. Streams may be marked with a pencil. When the map is finished, let it be neatly colored, the hills shaded in, and after naming it, "Map of ———," hang it on the school-room wall.

The question beginning, "In what part of ———?" is often a very difficult one for our pupils to answer correctly. The reason is that they have no definite conception of the expressions, "northern part of ———," "southeastern part of ———," etc. The meaning of these expressions can be made very plain, and indelibly impressed on the mind of any but the exceptionally dull child, by the use of a little ingenuity. I think it is best to begin very early with such questions, and one of the first additions made to the map of the school-room described above is designed to teach these expressions. Taking my map of the school-room, with all the desks shown on it, with the name of each pupil written plainly on his desk, I drew four heavy lines, with colored crayons, across the map, dividing it into nine spaces. I wrote in each space the words, "northeastern part," "northern part," "central part," "western part," "southeastern part," "southern part," "southwestern part." For this I used brilliant red crayons. I then explained the use of this to the class, and began by asking, "In what part of the room is my desk?" By pointing to the object referred to on the map, and showing that it was within the spaces marked "southern part," I got the correct answer from

all. I continued these questions until each pupil could use the expressions understandingly. I make the dividing lines with the side of a crayon, so as to have them broad and somewhat indefinite, teaching the children that it is not necessary to be exact in regard to the boundaries of these spaces. If a point is very near the line, it may properly be said to be in either of the two adjacent divisions. I shall let them use the lines on all maps for a time, but gradually do away with them, telling the child to imagine the lines.

The expressions, "north of," "south of," etc., I teach by placing the child at the starting point in each instance. This calls for a good deal of moving about, and consumes considerable time, but it is not wasted.

A child can hardly get a more erroneous idea than that "a map is a picture of a portion of the earth's surface." No reasonable amount of time or labor can be called wasted, if we thus, early in the course, give our children a correct idea of the meaning and use of maps.

As a more advanced lesson, I made maps of the walks I took with my class. Selecting a straight piece of country road, with few houses and other prominent objects on it, I went over it first, alone, and made a rough map of it, in order to get the proper proportions.

Then giving each child a slate with two lines, one for each side of the road, marked down the centre, I took them to the starting point. This point was marked on each slate and the words, "Began here," written near it. I then told them to walk down the road and make a map of all we saw. Every thing on the right side of the road must be on the right side of the slate, and all on the left side of the road on the corresponding side of the slate. Beginning at the bottom, I made them write the names and mark the location of the different objects as we came to them. Very soon one of them wanted to know what direction we were going. The several minutes were spent in locating the cardinal points, and explaining how to find them when out-of-doors.

When we reached the end of our walk, I asked, "How far have we come?" Of course, no one knew, and I told them.

Then, making a mark to show them where we were, I had them write, "Turned around here," and between this mark and the starting point they wrote the distance I had given them: "One-half mile." Of course I had to help them and correct mistakes, but the drill already given them in the school-room was of great help to them, and they soon caught the idea.

As we started back, we turned the maps around, taking the top next to us, and on the way back, we noticed that all of the objects were in their places.

A constant fire of questions and answers is kept up on all these occasions, and, as it is my invariable rule that it must be done as far as possible in English, either spelled or spoken, the language drill is invaluable.

By constant use of colored crayons on all the black-board maps, and water colors, when we come to map drawing on paper, I intend that the children shall avoid Huck Finn's mistake that, "Illinois was yellow, for he had seen it on the map hundreds of times."

A careful distinction should be made between the different kinds of trees, farm products, etc., encountered, and the children taught to distinguish them at sight.

MR. CLARKE:—"Mr. Frank Read, Jr., who was on the programme for a paper to follow mine, has kindly offered to give me his time. So, if the Convention desire, I will give an exemplification of the work outlined in the paper I have just read."

CHAIRMAN:—"There appears to be no objection to giving this time to Mr. Clarke. Go on, Mr. Clarke, but please confine yourself to the time allotted. You have twelve minutes more."

Mr. Clarke called a class of eight pupils and made a map of the hall the Convention sat in, as explained in the paper. The pupils were made to show, by questions, which they read from their teachers' lips, and answered orally, that they understood what they were doing.

MR. SWILER:—"I would like to ask Mr. Clarke why he does not hang the slate up against the wall so we can all see what they are doing?"

MR. CLARKE:—"This is the way I use the slate in my school-room, and to hang it up now would be apt to confuse the children as to the direction, north, south, etc."

CHAIRMAN:—"The next paper is by Mr. Dudley, of Colorado, on arithmetic."

ARITHMETIC.

BY D. C. DUDLEY,

Sup't. Colorado School for the Deaf, Colorado Springs, Col.

Those present who have examined a little work on arithmetic prepared by myself, some years ago, will understand what I mean when I say that, in this study, I believe in directness—in going straight to the mark. I might further add that I do not believe in making every lesson in arithmetic a lesson in language, except in so far as language may be learned incidentally. I do not believe in mixing things up, but in paying strict attention to the business in hand, letting other things go for the time being.

There are two distinct parts to arithmetic—the mechanical work and the application of mechanical work in the solving of problems. True, these are mixed to some extent through the whole course; but, speaking generally, the time to learn the mechanical part is in the early years, while that part requiring judgment and reasoning power should be deferred till later.

During these first years, the pupil should commit to memory the multiplication table and the tables in denominate numbers. We should learn to add accurately long columns of figures and to subtract and divide without error. There is nothing so exasperating to a teacher of an advanced grade as to find his pupils capable so far as judgment is concerned, but incapable of accurate mechanical work.

I do not mean, of course, to devote these first years exclusively to abstract work, but to make that predominate. Such examples as are given should involve the use of small numbers, so that the teacher may illustrate by objects, if the pupil gets

tangled in his work. Illustration, however, while good at the proper time, is bad if carried too far. The time comes when the pupil must get out of these leading strings and solve problems that cannot be illustrated.

Just here I wish to say that in the solution of every problem there are only two essentials: knowing what to do, and how to do it. Why it is so done is a pleasure to know, but by no means essential, as we know from the fact that many people go through life neither knowing nor caring why certain processes bring certain results. I think that it is legitimate to spend some of the time expaining the "why," but not so much that too little is left for the "how." It matters very little what text-book is used, provided a live teacher is behind it; one whose only use for a text-book is to indicate progressive steps and furnish examples for practice. Such a teacher will waste no time trying to force a child over ground too difficult for his comprehension. His instinct will be an unerring guide as to what is proper in each individual case, and he will economize time by deferring till later those parts of the subject too deep for the present.

"Simplification" should be the teacher's motto. Small numbers should be substituted for larger ones in illustrating principles. It would be well nigh impossible to illustrate satisfactorily 38-217ths of 65-983rds, but the same principle may be clearly elucidated by using $\frac{1}{2}$ of $\frac{1}{2}$. It would be difficult to show the reasons for the process in dividing 36-45ths by 6-17ths, but the same kind of work becomes easy when you divide $\frac{3}{4}$ by $\frac{3}{8}$.

I should like to emphasize the importance of teaching pupils to work mentally, and especially in the use of aliquot parts of a dollar. Most things are sold in this way. A knowledge of the short cuts will render unnecessary the slavish use of the pencil and paper in every little transaction. We should also show our pupils how we arrive at results mentally. For instance, in multiplying 40 by 15, we multiply by 10 and add $\frac{1}{2}$ of the result. In multiplying 40 by 19, we first multiply by 10, then double, then subtract 40. It would be a valuable acquisition if we should train our pupils to use figures as the

blind do. We should teach our pupils to take short cuts, as when we measure around a room and multiply by the height instead of calculating the sides separately, or as when we determine common denominators by inspection.

One indispensable auxiliary is the labelling of each step so that there may be no confusion of ideas. This should begin at an early stage. For instance, if such an example as the following were given: A man, having 500 sheep, sold them for \$4.00 each and then bought lambs at \$2.00 with the money. He sold 465 of the lambs at \$3.50 and the rest at \$2.75. How much did he receive? It should be worked in this way:

Number of sheep sold.....	500			
Price for each sheep.....	\$4			
Amount received for sheep.....	\$2,000			
A.m't paid for each lamb	\$2	\$2,000	1,000	Number of lambs
1,000 lambs				465 lambs sold
465 lambs sold				\$3.50 price each
535 lambs left				23250
\$2.75 price each				1395
2675				\$1627.50 amount for
3745				465 lambs
1070				
\$1471.25 amount for 535 lambs				
1627.50 amount for 465 lambs				
\$3098.75 amount for all				

In proportion, analysis should be used at first and later short cuts be taken. If 20 men in 5 days could dig 200 feet of ditch, how many feet could 5 men do in 8 days?

20 men 5 days = 200 feet
 100 men 1 day = 200 feet
 1 man 1 day = 2 feet
 5 men 1 day = 10 feet
 5 men 8 days = 80 feet

[20x5] is to [5x8] as [200 feet] is to ans.

10 2
 5x8x200
 20x5x[ans.] 80 ans.

In interest, I doubt if anything can be saved by taking short cuts. This division of arithmetic, as well as percentage, generally ought to be deferred until the latter part of the course. Reason is called for at every turn, and this comes only with age. Small numbers should be used in exemplification.

In a final test of the pupils grasp of the subject, it will save time in review to have the pupil take the book and simply indicate how he would solve the problem, as follows: James had \$20 and spent $\frac{3}{4}$ of his money. It is put upon the board, \$20—($20 \times \frac{3}{4}$), while if the problem had read: James had \$20 and spent $\frac{3}{4}$ of a dollar, it would be \$20—\$ $\frac{3}{4}$.

In mensuration, I have found it profitable to leave the school-room and get measurements of cisterns, walls, scrapers, wagon bodies, etc., then repair to the school-room and make calculations.

DR. GILLET:—"Mr. President, I will take this opportunity to say that the American Association for Promoting the Teaching of Speech to the Deaf is willing to co-operate with the American Association of Instructors of the Deaf as it has heretofore done with the quadriennial convention of instructors of the deaf. It is understood that by the action of this body what was known formerly as the quadriennial convention has ceased to exist, and the Association will in the future co-operate most heartily and cheerfully with this body. These statements I make as President of the American Association for Promoting the Teaching of Speech to the Deaf, and beg to assure you that the American Association has only the most kindly feeling toward all workers engaged in educating the deaf, by whatever method their labors may be pursued, and we hope that the American Convention of Instructors of the Deaf will kindly receive such co-operation."

The Question Box was here taken up and a number of answers given. (See Appendix.)

The Convention then adjourned for dinner.

Afternoon Session.

At 2 p. m., President Connor called the Convention to order and announced that he had appointed the following members as a Committee on Protective Association: Mr. Yates, of Arkansas, Chairman; Mr. Walker, of Illinois; Mr. Walker, of Texas; Mr. Metcalf, of Utah; Mr. Thos. P. Clarke, of Michigan; Miss Fuller, of Massachusetts; Mr. Fox, of New York; Mr. Gordon, of Washington; and Mr. Mathison, of Ontario.

CHAIRMAN:—"We will now listen to a short address, by Dr. Bell, on the census of the deaf."

DR. BELL:—"Mr. Chairman:—The census bureau have reported 41,283 deaf persons in the United States, and 79,895 persons as being deaf, but able to speak. That is the sum total of the deaf population of the United States. I find that the deaf are put into a special class. I received some information which I shall be glad to submit to you. You may remember that at, I think, the Convention of 1890, in New York, the Executive Committee and others conferred with the census bureau. I was not on that committee, so I do not know what was done. One of the reports of that committee was that there should be a special agent to take charge of certain phases of work, which have been done by the regular officials in all previous censuses. We have succeeded in getting for our work the building of the Volta Bureau, which I urged was the place for this. In looking over the records of this bureau, I found a great many things of interest to the profession, but of no use to the census bureau, and which would have been thrown away as waste paper, but of which I succeeded in saving a part. I found there were seven hundred and twenty-one persons who have been transferred from the class of deaf-mutes to the class of those who are simply deaf. We should take a census of the deaf among ourselves, if possible, to know whether many have been changed in making out the tables. One thousand five hundred people

became deaf, between the ages of five and ten; 1,391 after twenty years old, and some who became deaf after that age; three hundred and four who became deaf under five, and a few who became deaf when over fifty. A number of cards were used in making up the census, which were, after the tables were completed, to be thrown away, but which contained a vast amount of information, valuable in the profession. As I said, these cards were to be destroyed, but I succeeded in saving a number of them for future use. I am sorry that all could not have been preserved. These have been stored in the Volta Bureau, and are of great importance to us, although not so useful to any one else."

MR. WILLIAMS:—"A great many are put down as deaf when they really are not. In our town, we were reported to have several deaf children, of whom I had never heard, and so, one day, I thought I would look them up. I found one boy who was a little deaf, whenever he had a bad cold, and a little girl who had been hard of hearing, for a little while, on account of sickness, but neither of them were deaf, and so with eleven others who were reported as deaf."

Mr. W. A. Caldwell took the chair, and announced that the work of the Normal Department would begin with a paper on physical geography, by Mr. Dudley.

PHYSICAL GEOGRAPHY.

BY D. C. DUDLEY.
Colorado Springs, Colo.

Education may be fittingly compared to sculpture. The sculptor at first but roughly blocks out his work. Going over it a second time, he begins to give it shape and put in evidence the angel that slumbers in the rocky mass. Again and again he returns to his labors, and nearer and nearer does he approach to the conception embodied in his model. Finally, there comes a time when so far as he is concerned, the statue

is complete. He has reached the utmost limit of his capacity and must deliver up his work to be judged. The verdict "immortality," or "oblivion," follows, based not upon methods of work, but upon results. The judges care not whether the marble has been cut away by a piece of rude iron or the finest steel chisel—whether it has been polished by a diamond or a brick-bat. All that is demanded is perfection in the finished work.

It is so of teaching. At first, we need only hope to roughly lay out the work. Returning again and again to the same principles or facts, the pupil masters and retains more and more, till, finally, he stands forth the polished scholar, ready to be judged and to reflect credit or dishonor upon his instructor. At that critical moment of judgment, methods are not considered: the only thing that weighs is the result.

The public before whom we must stand or fall is cool and practical, sensible and discriminating. It is not moved by the enthusiasm of the specialist whose particular fad looms up in such gigantic proportions as to eclipse all else. It studiously ignores his toils and labors, many of which may have been unnecessary and self-imposed, and proceeds deliberately to measure up accomplished work.

In language, we at first accept the simplest sentence if it be correct: but as time goes on, we expect to have it enlarged and beautified.

In arithmetic, we congratulate the pupil on his first successful attempts in simple addition; but, later, we insist upon a mastery of principles and processes involved in intricate problems.

When our pupils reach physical geography, they approach for the first time, an altogether different study from those previously attempted. It deals more with causes of facts than with the facts themselves. If the study is properly presented, it is very fascinating and sets in motion a train of reasoning that causes the mind to leap and exult in its new-found power.

In discussing this branch of instruction, I have decided to first lay before you some results, obtained by our method and then to briefly outline the method.

A few days ago, I handed one of my old pupils in physical geography, who had paid little or no attention to the subject, for the past year, a set of questions which I judged would fairly test her comprehension of the matter. I will now give these questions and answers verbatim, and would like you to bear in mind that the pupil is congenitally deaf and has been under instruction eight years, by the combined method.

QUESTIONS AND ANSWERS.

How do we know that the earth was once in a highly heated condition?

By seeing the crystalline rocks, the bulged shape of the earth, and coal and tropical animals' skeletons formed in the earth. Coal was formerly plants, like those in the torrid zone. The animals' skeletons show that the animals lived in a hot region.

How are the tides caused? Where highest?

They are caused by the attraction of the sun and moon. The highest is in the southern part of the Pacific Ocean.

How can we tell what animals and plants were on the earth before man?

By finding the fossils imbedded in the layers of rocks.

Show the effects upon climate of ocean currents.

Some of the ocean currents are warm. When brought to the coasts of the continents, they give their moisture to the country and also warm it. Some of the ocean currents are cold. While flowing along the coast, they make the air colder.

How are coral islands formed?

The polyps fasten themselves to rocks at the side of an island. Then they bud out their young ones and die. The young ones bud out another polyp and die and so on till they are reached at the surface of the water. The ocean waves ground their skeletons which become lime. The seeds, brought by the ocean waves, or by the birds, are dropped on the lime surface and grow as plants, trees, etc. This is called a coral island.

What are the characteristics of the plants and animals of the torrid zone? of the temperate zone? of the frigid zone?

In the torrid zone, the animals are very large and numerous. The plants are plenty.

In the temperate zone, the number and size of animals are smaller than those of the torrid zone. The trees whose leaves fall in every autumn grow everywhere in this zone.

In the frigid zone, the number of animals is the smallest of all those in the torrid and temperate zones, but their sizes are as large as those in the torrid zone. The plants are small and scarce.

Describe a barometer and tell how used.

Why does the fall in its mercury indicate rain?

Get a glass tube with one of the ends shut and fill it with mercury. Invert it and put it in a bowl full of mercury.

Because when it is going to rain, the moisture is lighter and presses the surface of the mercury less.

The methods of reaching this degree of excellence were varied. Our text-book was Houston's Physical Geography. In the first going through the book, rather long lessons were assigned and the ideas were evolved by signs, pictures, drawing, spelling, writing, apparatus—any way that seemed most available. Having finished the book, we went immediately over the ground again, but this time by question and answer, as arranged by myself in this little pamphlet, in which I tried to express, in simple language, that which had previously been gone over in the more technical language of the book. While going regularly through this second course, I gave frequent reviews, topically, so as to fix the knowledge gained. Whenever we had visitors, I would have the class take their places and answer rapidly all sorts of questions,—whatever happened to come into my mind.

I forgot to mention that, in the first going over the study, I did not confine myself to the text of the book, but gave the class, in signs, the benefit of my outside reading, especially of theories advanced by writers in the *Popular Science Monthly*.

Now this may not be the best way to teach physical geography, but, considering results, I feel sure it is a good one. If any one, by the use of superior tools, has produced a finer

statue, let him place it upon exhibition, that judgment may be passed.

CHAIRMAN:—"Miss Rosa R. Harris will now read a paper on English literature."

ENGLISH LITERATURE.

BY ROSA R. HARRIS,
Frederick, Md.

The work in English literature done by the second division of my class, during the past school year, was based upon the subjects presented in the text-book prepared by Prof. A. S. Clark, of the American School for the Deaf, at Hartford. The division consisted of seven pupils, three boys and four girls, of ages ranging from fifteen to nineteen, and the average time of their attendance at school was nine years. It was their first study of literature.

The recitations were sometimes made in writing, sometimes by means of the manual alphabet. Signs, however, were frequently used in explanations and illustrations. At the close of a recitation, any portraits or views, which I had been able to collect, relating to the author under consideration, were exhibited, and time was allowed for their examination and for such questions and answers as might be suggested. When possible, I would relate some personal experience, such as a visit to the birth-place, or tomb of the writer, or to the scene of one of his poems; or I would show some souvenir—a leaf, a flower, perhaps, gathered upon the spot. All of this, by increasing the interest of the pupils, brought them, I felt, into closer sympathy with the author and his times, and, consequently, better prepared them to appreciate his works.

With the first recitation, I had recognized the fact that the study of the subject alone, however interesting they might be from a historical or biographical stand-point, would not be sufficient for the end which I had in view—the cultivation of

the literary taste in my pupils, and the development of their imagination. Selections carefully made from the various authors considered were, consequently, freely used as supplementary to those presented by Prof. Clark. These selections (of course, never more than one at a time) previously written out upon the wall slates, were also brought to the attention of the class at the close of the recitation. They had been made with special reference to the ability of the pupils. The majority of the poems presented, for I was particularly anxious to give them some insight into the beauties of poetry, were clear and graphic in language and spirited in movement. Easily rendered in signs, when they became even more effective, they were always within the mental grasp of the pupils after the analysis which followed.

This analysis, if it may so be called, was in no way formal. The title, as probably suggesting the leading thought of the selection, was noticed, after which the entire poem was read by the class, while I stood near, in readiness to give definitions or to explain the figure of speech employed. After sufficient time had been allowed for a clear comprehension of the poem as a whole, I then took up the lines or stanzas which I deemed the most striking and, by more extended explanations and illustrations, endeavored to lead them into a fuller appreciation of their beauty. In doing this, not so much the form of expression was noticed, as the thought and the metaphor employed. At first, the class were content for the teacher alone to cull out these gems, but my reward came later, when, after several months, I found them not only willing, but eager, when called upon, to indicate what had particularly appealed to their taste and imagination.

I did not, however, confine myself to these written selections alone, necessarily short, but by occasionally cutting the recitations, secured time to render in signs such poems as the "Rhyme of the Duchess May," "Snow Bound," etc. This, I am very sure, was not lost time. On the contrary, the interest thus excited led the pupils to a personal examination of the work of the author.

My range of selections I made as wide as possible. Tragedy

and sentiment, pathos and humor, each in turn, swayed the imagination of the class. In looking over my notes, I find among the poems considered, either as a whole or in part, "Lord Ullin's Daughter," "He Never Smiled Again," "The Last Leaf," "The Reaper and The Flowers," "The Song of the Camp," "The Charge of the Light Brigade," "The Ride from Ghent to Aix," "The Deserted Village," "Maud Muller," "Barbara Freitchie," "The Cardinal and the Jackdaw," "Tam O' Shanter," and "The Deacon's Masterpiece." Of course, the last two poems were signed. Quotations from each of these, however, were placed upon the wall slates, for I thought it well to introduce the class in some measure to dialect, forming as it does such an important feature of much of our current literature.

My selections in prose were largely made from the works of Sir Walter Scott. Each member of the class having been supplied with a copy of *Ivanhoe*, the more striking scenes of that wonderfully thrilling tale, such as the tournament at Ashby, the siege of the castle, and the trial of Rebecca, were studied, from time to time. Selecting the scene to be considered, I assigned to each pupil one or two pages, requesting him to bring into the class, on the following morning, the definitions of the unfamiliar words and idioms which he might find. After all of the definitions thus brought in had been corrected by the teacher, they were written upon the large slates, from which they were transferred to the notebooks of the class. During the day, a certain hour was named in which the pupils were expected to read the whole scene with the aid of these definitions. If additional explanations were needed, they were given, and then to test their comprehension of what they had read, they were required, either at that time or some following day, to describe the scene in their own language. This exercise, as a whole, I regarded as especially valuable to the class. They had not only roamed with the author through "other climes and other times," and, in following the flight of his imagination, learned to exercise their own, but their vocabulary had been materially increased, and their powers in composition tested.

Our American writers of prose were not entirely neglected. "The House of Seven Gables" and "The Man Without a Country" introduced the class to Hawthorne and Hale, while, on one pleasant morning, they formed the acquaintance of Joel Chandler Harris, through his representatives, "Uncle Remus" and "B'rer Rabbit." During the year, I guided them as far as possible in the selection of reading matter for their leisure hours, placing in their hands such works as "The Talisman," "Westward Ho," "Ben Hur," and "Ramona."

In reviewing the work, I very fully realize that much more might have been accomplished, could the hours of recitation have been doubled and the strength of the teacher proportionately increased. And yet, I am not wholly dissatisfied with the results. It is a pleasure to recall the steady growth of the imagination and the literary appreciation of the class, witnessed from day to day. The animated interest with which they greeted each fresh selection, and the quotations sometimes most unexpectedly made, were constant proofs that the seeds sown had not fallen in unfruitful ground.

I shall not soon forget the young girl who, pointing to the fifth stanza of "The Burial of Moses," exclaimed, with speaking eyes and illuminated countenance, "Beautiful! Beautiful!" The stanza, it will be remembered, reads as follows:

"And had he not high honor?—
The hill-side for a pall;
To lie in state while angels wait,
With the stars for tapers tall;
And the dark rock pines, like tossing plumes,
Over his bier to wave;
And God's own hand, in that lonely land,
To lay him in his grave."

And it is with amused pleasure that I recall one who reading "The Daffodils" of Wordsworth imitated, unconsciously perhaps, the movements depicted in the lines:—

"Tossing their heads in sprightly dance"—

The sparkling eyes and graceful gestures of the girl were irresistible.

But it was not only the girls who thus encouraged me. It was with an undeniable thrill of delighted surprise that, one day, while correcting a rendition into prose of "Barbara Freitchie," handed in by a youth of fifteen, that I read at its close, the following flight of fancy: "I think that an invisible flag is always waving over her grave." In reply to a question, he added in signs, "Angel hands are waving it." I shall look out for that boy next year. We may have an embryo poet in our midst.

I would not close these notes from my class-room without adding, that more than ever am I convinced that, "in season and out of season," we should labor to impress upon our pupils—chiefly by practical demonstration—the great truth that literature exists not only for the hearing, but for them, the deaf, as well, and that, by earnest and persistent application, they may make many of its treasures their own. Let them once fully realize this truth, and we shall graduate from our schools a greater number of intelligent and appreciative readers, whose lives will broaden and brighten, with each succeeding year, because of the dear companionship of books.

CHAIRMAN:—"We will now have a paper on Kindergarten Methods, by Miss K. D. Partridge."

KINDERGARTEN METHODS.

BY MISS K. D. PARTRIDGE,
Frederick, Maryland.

On the first day of school, my object was simply to awaken interest by means of action, and to establish a bond of sympathy between myself and the pupils by taking part equally with them in their play. A small rubber ball aided the progress of our acquaintance greatly. We tossed it to each other, rolled it along the tables, threw it on the floor and caught it on the rebound, and forgot that we were afraid of

each other. At the first indication that this play was becoming wearisome, another was substituted. For this I chose the red, blue and yellow balls of the First Kindergarten Gift, and tossed them to the children, who returned them to me in the order in which they had received them. The balls were then arranged on the frame, and matching of colors began, using balls, colored splints and color cards. The next was a black-board exercise in which both hands were employed in drawing large circles in opposite directions. Several exercises taken from the September programme of Clarke Institute, followed this. No single exercise, during the day, occupied more than fifteen minutes.

I talked to the class constantly, gave all directions orally, and then aided in carrying them out. It was my habit to describe in words any action which I performed. No work was done on the elementary sounds for several days, and because the children were not acquainted with these, they were not urged, in fact, were not even *encouraged* to speak. In spite of this, they soon began to imitate the mysterious motions which they saw. My memorandum shows that, as a class, they began to imitate the word "ball," on the third day; that one little girl said "baby" quite well, and imitated "no," on the same day; that the following day found her attempting, "fall" and "wash." On the fifth day, one pupil said "Mary" (her own name) and "Mamma," and attempted "cow," but found it a little too much for her. Three children tried to follow me when I counted for the motion exercises, and the youngest member of the class said "Mamma," when he had been in school seven days.

The same note-book contains the record of a little game which we enjoyed very much. The entry is dated November 2, or seven weeks after the opening of school. For the suggestion which developed into so pleasant a morning, I am indebted to an article published in the *Educator*.

The following commands were given: "Stand. Hold up your right hand. Put it down. Hold up your left hand. Put it down. Hold up both hands. Put them down." The children did not, of course, understand all of the words, but

some of them understood enough to enable them to execute the command. I found one little girl repeating "left—down," when I gave the order. Any who were unable to understand, received assistance. "Shut your eyes and hold out your hands." The children had had experience of the word "shut" in such directions as, "Shut the window," and "Shut the door," which they had been receiving from my lips since their school life began; but *what* to shut remained a mystery, and although some knew what their hands were, they hadn't very much idea what was to be done with them. When these matters had been set straight, the red balls were distributed, and the children were allowed to open their eyes. "What have you?" I asked. This particular picture was new to them, but one bright boy caught the idea and shouted, "A ball!" The whole class then learned to say, "I have a ball." Very few failed to speak the little sentence clearly, and those who did were not at all discouraged, but were eager to try again. One child was then started out on a search for things, in the room, of the same color as the ball. A red ribbon, a red chair, a slate bound with red, and, finally, a red apple, were found. Each article was brought to me. I repeated its name and the children tried to say it after me. When we came to the apple, all the children learned its name, as it was intended to be the key-note of our morning play. Then we went to the window, and the children learned to associate the word "tree" with the object. Returning to the table, each child placed his right elbow upon it, holding the fore-arm upright. Several saw the connection at once, and attempted to say "tree." We then held up the red balls, repeating "apple." One of the boys raised his to his mouth and pretended to bite it. We hung the "apples" on the limbs of the "trees," repeating, "apple-tree," after which, a small girl made the round of the orchard with a basket, saying "apple" each time before gathering the fruit.

The following day, the balls were given out as before, the children repeating, "I have a ball." One child was purposely overlooked in the distribution, in order that the others might learn the sentence, "Mary has no ball." Then holding up my

ball, I said, "I have an apple," and the children delightedly agreed. From the depths of the desk were produced a big red apple and a white plate. The word "plate" was learned, and then the children were called to the wall-slates, and red apples, resting on white plates, were drawn first with the right hand, then with the left, the artist repeating, "plate—apple." Next, a small circle of white paper was given to each child who could remember the word "plate," and the eagerness to say it successfully was amusing. Red crayons were distributed, and each child drew a small red circle on the plate, repeating "apple." These were afterward pasted in the scrap-books to be labelled a little later by each small owner, as "an apple on a small plate for me." Large plates of manilla paper were then given out and; in the centre of each, the child pasted a small circle of red paper. This afterward bore the inscription, "an apple on a large plate for mamma."

Some months ago, I considered the first division of the class ready for primary work, and accordingly introduced it without, however, excluding these children from the kindergarten. As a test of their ability to read the lips, and also of their comprehension of the language employed, I frequently ask them to write what we speak during a game, an occupation, or a talk. I have with me two such written sequences—a part of the June work. From these can be seen that, besides the mental development and discipline, opportunities occur for concrete number work and for exercises of almost infinite variety in the use of simple language forms. Development—mental and moral—is specially aided by the kindergarten in many ways which the limits of this paper will not permit me to discuss, but I would like to group some of the results of school-room experiences under the few heads: the development of the imagination, the supplying a motive for action, the growth in the appreciation of relations and relative values, the cultivation of a willing obedience and, finally, self-direction in the right way of work, play and conduct.

To make a deaf child think of the blue ball as a real, baby blue bird, for which his hands can make a soft, warm nest, may seem a difficult matter, but it is far less difficult, and also vast-

ly more important, than it appears. Of the imagination has been said that, while it is neither science, nor observation, nor fact, it includes all these. It realizes all situations—historical, geographical, literary. How can we foster a love of reading in our pupils? By cultivating the imagination. Many a child dislikes to read and to study, because he is powerless to conceive anything which is without the range of his own very circumscribed experience; and while we say experience is the best teacher, the experience of a single individual is no very adequate one. The possession of a properly developed imagination means power to enter into the experience and sensations of others—which must result in a broader sympathy and a practice in accordance therewith. It means, also, to a very considerable extent, *happiness*; for, from the time when the little deaf child in the kindergarten arranges his handkerchief on the table and calls it a dog, while his right-hand neighbor contradicts him saying, “no—duck,” to the time which finds him in the high class, visiting through the medium of a book, the scenes of famous deeds, or over its pages, grasping the hands of some great man of history, it is this power which enables him to make his own environment—to be a king even if his palace is in the tenement-house district.

I have said that the kindergarten should supply a motive for action. First, the teacher herself must have a motive beyond the mere teaching of language or number, in all of that work which she does; if it is at first obscure to the child, she may still have the hope that, while his memory retains the lesson, his mind will grow to appreciate it. This final motive, for a time supplied by the teacher, will come to be supplied by the child, and it is quite superfluous to say that work done with a purpose, is sure to receive attention.

I can but mention here a few of the pitfalls, which lie in the way of the kindergartner. There is danger of becoming lost in the machinery—of thinking that all depends upon the number and intricacy of the mats woven, the amount and beauty of the clay work; but “Principle is more than method, spirit more than form.” Above all things, let us prove ourselves adaptable; it is worse than useless to attempt to fit chil-

dren to a plan. Much that is concrete can be used with little deaf children—abstract schemes are useless. Here is the value of the kindergarten, if rightly used, and here the stumbling block, if its principles are not appreciated. In teaching, I try to guard against any disproportionate emphasis—relative values must be kept in mind. The part is never greater than the whole. The conception of the color of a flower, is not of greater importance than the conception of the flower as an entity, color included. Upon the subject of teaching relation, I can give no better advice than this, which has been of great service to me:—"Offer first the strongest possible contrasts, in order to make deep, lasting and clear cut impressions on the mind of the child; next guide him to a knowledge that even widely contrasted objects have important relations to one another and are connected by intervening objects." To illustrate:—I have here an analytic lesson, on the Second Gift, in which the order of presentation is first, differences; second, resemblances; and third, relations.

The kindergarten method of governing little children should commend itself by its simplicity. My text is, Interest—the secret of order. Whenever I can, I allow older children to help those who are younger and less advanced. Personal sympathy between teacher and pupils, and among the pupils themselves, is fostered in every way possible. My constant effort is to help the child to do for himself, and to learn from all experiences, that he may develop power by use, and gain knowledge by investigation. I consider this ability far superior to a mere knowledge of facts—a memory exercise.

One of the drawbacks to the kindergarten for deaf children is that we can have no music—that the mental effects which can be produced in hearing children by this means must forever be lacking. In early work, the beauty of the song language must also be lost, for in poetry there is usually a transposition which renders the construction difficult for the deaf child. Certain advantages of the song may be obtained in other ways. Breathing exercises will develop the chest. Correct position should always be required. Exercises to develop purity of tone may also be given. A sense of rhythm

may be developed early and should not be undervalued. As soon as the children are sufficiently advanced, I believe in giving them nursery rhymes—we have learned "Pat-a-cake, Pat-a-cake, Baker's man," and some others, quite lately—but before this point is reached, it is possible to give an idea of rhythm in other ways.

The training of the hand in the kindergarten should never be considered the chief end. The direction of the hand by the brain is the point that ought to be emphasized. It is upon the feeling that hand-work without simultaneous brain-work is quite possible and very detrimental, that I base my objections to the use of the kindergarten materials for "busy-work."

I have employed the object-lesson, the song, the story, in fact everything about the kindergarten, in language work. The objects in use in the kindergarten are interesting. They attract the attention, and their names and qualities are easily remembered. I shall find talks and stories of more use, next year, when the children have a larger vocabulary. These talks and stories may be made factors in fostering a love of good reading. I find that the interest excited by the various exercises of the kindergarten, leads to freedom of expression and reduces hesitation to a minimum. The kindergarten language lessons have been developed much as other lessons would be—by asking questions, inducing the pupil to explain his understanding of them, etc. I occasionally ask the older children to read stories from pictures, requiring at the beginning, only a few sentences. We frequently take a few minutes from the work in hand to talk about something at home which it has suggested, and five minutes before the close of school are allowed for volunteers to give me a few words or a sentence that nearly always relates, in some way, to the subject of the day. The children are expressing the ideas which are present to their minds, and this expression constantly tends to arouse new ideas and to cause further thought. Let me illustrate: During a Third Gift lesson, we built a stove. One of the boys, when he had finished, looked up and said, "A dog and a cat sleep under the stove—warm." This introduction of the

cat, led to, "The cat plays with a spool." When we built a bed, another child said "chair," and showed me that the chair stood near the bed. Then he said, "I put my shoes under the chair. I put my jacket and shirt-waist on the chair. A boy fell out of the bed. A dog slept in the grass, at home. Father gave ham to the dog. Mother cooked ham." There is no need of multiplying instances like these, but, to me, they are evidences of the value of the kindergarten, both in causing thought, and in aiding its expression.

As soon as pupils have a sufficient vocabulary, they can do much of their work by dictation. Here is a point where the case of the deaf child and that of the hearing child are not parallel. I should consider frequent dictation lessons a decided disadvantage to a hearing child, believing them to operate as a check to free and spontaneous expression, but, as I have attempted to show, this tendency of the dictation lessons is successfully combated by certain other phases of the kindergarten work.

With regard to the gifts, my opinion is that geometry should be kept in the back-ground. I give very few analytic lessons on the gifts. To use them in construction, and as aids in the development of the imagination, seems to me the better way. Of course, a knowledge of concrete geometry will be valuable to the pupil, by-and-by, but I think the average deaf child has to pass through several stages of development before he is ready for a presentation which brings in many technicalities. Certain gifts, I use very little—the jointed slats, not at all. I consider the time necessary for sewing or perforating out of proportion to the value of the exercise, and in the early work in weaving, I would reduce the size of the mats and use broader strips.

The principle of "Totality before detail" is one to which I hold in all my kindergarten work. If I give a child a flower just taken from the plant, he obtains a conception of that flower as a living organism. This done, he can take it apart, separate the petals, sepals and stamens, and have an appreciation of the relation each bears to each, and to the complete flower; but if I pull the flower to pieces and give him all the

parts, do you think he can construct a flower which will be an organic whole? I do not.

This then, is a part of what the kindergarten does for the child: it establishes habits of attention, of concentration and of orderly thought, and helps him to put the knowledge obtained to practical use.

CHAIRMAN:—"Mr. H. C. Hammond, of Chicago, will give us a paper on the subject of day-schools."

ADVANTAGES AND DISADVANTAGES OF DAY-SCHOOLS FOR THE DEAF.

BY H. C. HAMMOND,
Chicago, Ill.

It appears, right upon the surface, that day-schools for the deaf are practicable only in large centers of population. For the country districts and small towns, the institution training is the only practicable education.

In considering this question, very much depends on the value put upon home associations. With some, these count for everything; with others, almost nothing. The normal place for a child, whether possessed of all his faculties or not, is at home, in the delightful companionship of parents, brothers and sisters. Fill out the home picture to suit yourself. If you make it a fair type of the average American home, where neither poverty nor riches is found, the child belongs there during the impressionable years of his life. If, for some reason or other, intemperance, criminality, poverty, or disease, the home influence is not what it should be, if the child is losing something while he remains there, and gaining something which he and the community in which he lives would better do without, common sense dictates his removal from a place where all the commandments are strained and

some fractured, where cleanliness is as much lacking as godliness, to more righteous surroundings, where he may learn how good people live; see how self-denial supplants selfishness; honesty, thievery; uprightness, deceit; and kindness, cruelty; and trust to his appreciation of the difference between his old life and new, to change, in time, the atmosphere of his old home. This may be a slow transformation; perhaps, in some cases, may not take place at all; but it has taken place in many.

My observation of the parents of the pupils gathered in the day-schools of Chicago leads me to think that they can be trusted with their children.

One difficulty, frequently mentioned in teaching language to the deaf, is the lack of interesting occurrences to fit and to fasten upon a child's mind the idioms of our tongue. In a day-school, located in the midst of a large city, there is more occurring in one month that can be worked into language, than in an institution in three months. Pupils who keep their eyes open can see much that is interesting in their trips to and from school; something is always happening to illustrate the hard points of English construction which teachers in institutions are sometimes censured for making up illustrations for.

The dangers from steam, cable and trolley cars, to say nothing of teams, rather wake up and make self-reliant those pupils who go to and from school daily.

Homesickness, the usual concomitant of the institution beginner, and the occasional "black beast" of his aftercourse, is avoided in day-schools. In institution life, homesickness and discontent which a visit to the family circle might alleviate, but which visit is manifestly impracticable, hinders the advance of many a pupil, and may be safely pointed to as the origin of the idea, so often expressed to the teacher, not so often to the superintendent, that this place is like a prison.

The attitude of parents is favorable to day-schools. Naturally they do not want to be separated from their mute children any more than from their hearing ones, and postpone sending them to an institution, sometimes until it is too late.

It tears their heart strings to give them up. It is proof of great affection and wisdom on the part of parents, when they are willing to part for three-fourths of every year with a child who holds so warm a place in their heart, for the child's good. If the child is making good use of his time in school, he is yet unavoidably growing away from his home. That is meaning less, and the institution more to him, every year. It is a matter of frequent occurrence for a parent to say to the principal or teacher of a day-school, "Oh, when I heard that there was such a school in the city, you don't know how glad I was that I did not have to send my little girls away; oh! that is just awful."

A further advantage is claimed by some: the influence of companionship with hearing children; associating with them in the same school. From my own observation and the testimony of others, I am not claiming much for that. The school association is not very extensive; the mutes do not prove as chummy with the hearing as some might expect, and when they do, there is more of a tendency for the hearing to become like the deaf than for the deaf to become like the hearing.

Among the disadvantages, the first and most prominent is the irregularity of attendance. Many come from long distances; and untoward weather, severe cold or heat, rain or snow, will seriously affect the attendance. Slight ailments suffice for permission to stay at home. A pair of shoes to be tapped that might, by a little care, be mended when it would not cut into school hour, but which an alert pupil can time so that it will; bar that must be tended while the parent is absent; or a younger child to be taken care of—all these, and others of a like nature, work adversely. In a public school for speaking children there is ready remedy for such ills, because of the pressure for seats, but such cannot be brought to bear on mutes. This irregularity in attendance is connected with irregularity of habits at home. One of the strong points about institution life is the time card—meals, study, work, play, sleep, at the stroke of the clock.

All instruction of deaf-mutes is more individual than that of hearing public school pupils; but teaching in a day-school for

the deaf is the most individual yet; there is little grading, the pupils who rank together are not numerous enough to advantage the pupil by that healthy rivalry, that clash of mind, which rouses so many to do their best. The work is much harder for the teacher on this account. Fifteen evenly graded pupils can be taught more satisfactorily than ten who embrace five grades. I am aware that right here there is a point of departure with some educators, who claim that grading is rather an evil than a good, repressing individuality, and applying the Procrustean bed to the minds of children. Individual instruction, they claim, is the desideratum.

However, given a class of ten or fifteen deaf pupils, graded as well as you may, and I hazard the statement, and do not think I hazard much either, that there will still be individual instruction sufficient to tax the resources of any teacher and satisfy the clamors of the loudest critic. An institution gives opportunity for such grading, which a day-school does not.

No provision is made in day-schools, so far as I know, for the teaching of trades. However, in lieu of this, there is in one instance, that I know of, access to a good manual training school for a short time each day. There will probably be more, rather than fewer opportunities, as the idea of manual training and Sloyd is developed in large cities. So far, in the Chicago schools, nothing offers for the girls. Manual training is not intended to fill the place of a trade, of course, and the institution which gives the latter would in so far surpass the day-school giving only the former. Happy the institution which can give both.

Day-schools furnish no religious instruction. This, in the estimation of some educators, is an advantage. But in view of the fact that the deaf are dependent on their teachers for their religious impressions, I cannot overestimate the influence exerted by the daily presentation of our duties to God and mankind, customary in institutions. Dr. Gillett once gave expression to the idea that the hearing child gets the gospel sung into him on the street, and even from the saloon the strains of "The Sweet Bye-and-Bye" float out upon the air;

he cannot grow up in ignorance of the gospel, if he tries; but the deaf must get it from their teachers, or not at all.

The advantage for cleanliness and physical development afforded by a good gymnasium, likely to be found in a well-equipped institution, but quite as likely to be lacking in a day-school, is an important one.

Where large numbers can be gathered, as in our institutions, there are some things which can be carried on to advantage, like societies of various kinds, military companies and clubs, all useful, if properly supervised, which are manifestly not for the small numbers in a day-school.

The authority of a superintendent in an institution, standing as he does in place of a parent, can be often wisely and sternly used for a pupil's temporal good, and thus, perhaps, eternal salvation; when, in the day-school regime, the school might have to suffer the evil of a pupil having his own way, or else the stubborn child be cut off from the advantages of the school.

The day-schools of Chicago are widely separated. It has been the policy of the Chicago Board of Education to gather children wherever they could be found, to the number of six, and give them a room in the nearest public school building. These schools are now so widely scattered, that to start with one, visit the others, and return to the starting point, requires about sixteen or eighteen miles of travel. To improve these schools, we think it necessary to centralize them. One school, instead of four, would give chance for better grading, so that fifty per cent. more could be instructed without additional outlay of teaching force. But the chief objection to this lies in the fact that some parents cannot, others will not, send their children daily great distances across a city infested with steam and cable car tracks, tunnels, bridges and trolleys.

This has led to the outline of a plan, from which, if it be ever consummated, we hope for great results. Gather the schools into one, and establish within easy walking distance, if not immediately on the premises, a dormitory where pupils can be taken care of from Monday to Friday. This would steer the proverbially safe middle course between day-schools and institutions, open to fewer objections than either. It would

provide for more regular attendance and better classification, so that fifty per cent. more could be instructed with no more labor and much more satisfaction. Parents would have their children's society two days in each week, and coming to them fresher for their absence, would appreciate those days highly. Some of the parents could be so put in touch with the school as to supplement the teaching by conversations at home. This would benefit those who could not pay car fare every day, but could once a week.

For those who come from homes where the amenities of life are not much regarded, the influence of five days in a week in the refining company of people who would need to be selected to live at such a dormitory, would be of great advantage, and might in turn, benefit, possibly remodel, those homes. A canvass of the parents shows them almost unanimously in favor of this plan.

Those who have been in authority are on record as to approving the wisdom of this plan; in fact, calling it the sensible thing to do, but have not felt legally empowered to spend money for boarding any class of children for any length of time.

So, the clearing away of the legal obstacles is in the future. But, as the Arab proverb has it, "The night is long and the moon up."

MISS FULLER:—"If I may be permitted a few words, I will say that some of our pupils have to come some distance to get to our school, and some did not like to trust the little deaf children to go very far alone, but one little boy came seven miles every day, and was always there, punctually, as long as he was in school, so that I do not see why they cannot go to a day-school as well as a hearing child."

CHAIRMAN:—"The next on the programme is a paper on physical culture, by Rev. Mr. Cloud, of St. Louis."

PHYSICAL CULTURE.

BY REV. J. H. CLOUD,
St. Louis, Mo.

A few remarks about the system of teaching physical culture in the public schools of St. Louis may be of special interest to superintendents and principals who favor such instruction, but are unable to obtain the means wherewith to build and equip a gymnasium, or to employ a regular competent instructor. I believe that the St. Louis system is the cheapest ever put into practical operation on a large scale, with satisfactory results. The system has been used in my school for several years, and in view of the fact that I was formerly the instructor of physical culture in one of the largest State institutions, I know that the system followed in St. Louis could very easily be adapted to any school, large or small. Of course, better results would be expected in schools having a gymnasium and a special instructor. The St. Louis system may more properly be called the German Turner System. The instructors are all graduates of the Normal Turner School, of Milwaukee. The system as arranged by the Turners is, in my judgment, the best adapted for use in schools generally. In St. Louis, a special instructor visits each class-room once in every two weeks, and assigns a lesson in physical culture which he himself first gives to the pupils. These lessons are contained in a manual especially prepared for the use of the regular class teachers. It contains progressive exercises divided into lessons and arranged into eight grades covering the entire public school course. The regular class teacher conducts the daily exercises until the next visit of the special instructor. The manual is followed at all times. It contains full instruction as regards positions, commands, movements, ventilation, etc. The language is clear and very easily understood by a novice. It could be followed in schools where a special instructor is not employed.

No kind of apparatus whatever is used, but many of the exercises may be executed with dumb-bells, wands and Indian clubs. The time required must not be less than ten and need not exceed fifteen minutes each day. The exercises are given in the regular class-rooms, where there is no other room available.

Such a simple and inexpensive system as obtains in St. Louis would be a great benefit to children too young to enter the shops.

The preface of the manual says:—

"The intrinsic value, as well as the absolute necessity of physical culture, are becoming more generally recognized. The folly of an educational system which cultivates with absolute preference the mental faculties and totally neglects the physical development, is now generally understood, and measures are being taken to repair the loss occasioned by the neglect.

"Physical exercises in schools should, in the first place, counteract the many evil efforts of the mental strain and the long sessions in more or less insufficiently ventilated school-rooms, and at the same time prove a valuable agent in the improvement of the health and physical development of the scholars.

"In order to attain this purpose, the limited time allowed must be utilized to the utmost, and the series of exercises so arranged as to effect and benefit all parts of the body."

The manual referred to may be seen in the text-book exhibit.

CHAIRMAN:—"We will now have a paper from Mrs. Clara Hatch Stevens, of Illinois, entitled, "Modern Art Methods."

SOME MODERN METHODS IN ART.

BY MRS. CLARA HATCH STEVENS,
Jacksonville, Illinois.

Modern drawing and painting is so largely a matter of taste, that no one, not even an artist, is allowed to dogmatize about it or lay down arbitrary rules for its production. Sometimes a

candid statement of one's views or preferences helps others to a better understanding and keener enjoyment, and if these views prove serviceable in that respect, their object will have been fulfilled. Like a friend of mine who loved science too well to sacrifice it upon the altar of eloquence, I, too, love art too well to have the practical points disappear in profitless smoke of fine rhetoric. So I will at once reiterate the lesson we repeat to each new pupil who comes to us for instruction. When a new pupil first enters the studio, it is a revelation to him—the possibility to cultivate his hand as well as his brain. Free-hand drawing opens a new field for him to investigate, and the gradual steps and new vistas constantly opening before him are alluring. If one intends to make art a life study, it is well to spend much time in the studio and become familiar with the implements and terms of art from his earliest childhood. Place a child in a room with bare walls and his mind is a blank, but surround him with comforts and art treasures and he daily drinks in fresh inspiration.

Some of the methods of drawing are easily explained, while other methods can only be shown by taking up the pencil and crayon and slaving at it for years. Many things can be written of methods of different schools and their methods of work, but no real insight can be obtained until the aspiring art student becomes a worker *inside* the studio; there, only, can the practical lessons be fathomed.

I am not to speak to you of the history of art, nor of its theory, nor of its philosophy. The rise of the different schools of painting, the biographies of the great painters, the nature of the ideal, the real and the beautiful. You will find these in books. My subject is, in one sense, of a humbler nature. It is more material, more technical, and, if you please, more *practical*. I am to speak of drawing and painting as practiced by amateur artists—the pupils of to-day—as they study in the Illinois Institution for the Deaf.

It will be my endeavor to get at the aim of the art student in this school. To examine their drawings in the light of the producer's intentions, see if he is ambitious, find out if his aims are high, if he is on the right road, if he is producing

what the world demands, and if his work will bring about practical results. Or, if he is a dreamer of the ideal, a painter of beauty only, with no ultimate aim, I shall endeavor to treat the subject from the point of view of an art teacher; not that of the critic, nor that of the public. In doing this the drift of my talk should be, not toward teaching one to draw a picture, but rather towards giving one some idea how to appreciate a picture after it has been drawn. I shall endeavor to explain light and shade, perspective, engraving, stereotyping, and shall call your attention to pyrography, a new process in wood etching.

What music is to the blind person art is to the deaf. *Æs*-thetic taste must be developed in some form. I find the deaf as interesting to teach as hearing children. They are as intelligent and have a directness in purpose which is praiseworthy, applying themselves assiduously and earnestly to their work, often more so than our hearing children. One reason is, I suppose, they are not attracted by every sound, which often diverts the attention of other students.

Our aim, in this institution, in art work is to reach practical ends. Come with me and look over the shoulder of one of the pupils just beginning to draw and see what he is doing. What is he drawing? A cube. It is not correct? No. Look at his neighbor. Yes; that is cleverly drawn. He has given the receding lines, forming the sides of a cube, the proper perspective cut. How did he find out the lines farthest from the eye were shortest? By throwing his arm at full length, holding his pencil so that the line passing from his eye to the top of the pencil, thence to the top of the cube, gives him the exact proportion. This can be better explained by a cut. How does he know receding parallels vanish in each other? By telling him of a railroad track and asking him to try and imagine the two lines forming the sides of the top of the cube receding in the same way, appearing to meet at a distant point. When pupils once get this principle in perspective instilled into them by constant practice, they will seldom make a mistake and, finally, it becomes second nature to draw correctly.

We first have pupils block in their studies, giving only the

outline. The next pupil is adding shade to a vase he is drawing. The uninitiated eye sees nothing but the white vase before him, but the art student can see light and shade. One side to *his* eye is light, while the other is dark, with the gradations of shade between. No individual has ever been able to see nature in any form except by means of light and shade. Without shade all things would be flat and formless, light and dark. Sun and shade are opposing forces. Complimentary they emphasize and relieve each other. Each shade is a light to a darker shade. Each light is a shade to the highest light. Opposite the highest light is the darkest shadow. The necessities of good art require that every object which is of sufficient importance to have light must also be accounted of sufficient importance to have its proper amount of shade. An eclipse of the sun and the earth, in its changes from day to night, are simply large illustrations of this truth. We think of the art student's life as hum-drum, but this is a mistaken idea. To a *copiest* it may be, but to one who works from nature, still-life, and the draped model, there is always something new, something inspiring, and the interest is increased when competing for a prize, as was illustrated in our school not long ago, when a prize was offered by Mr. Walker for the best original design for a head-piece, for the new illustrated paper, *The Illinois Idea*, a semi-monthly. This paper is quite a baby yet, only having passed its first birthday anniversary last December. But to go back to the competition, ten art students entered the contest. To have seen their animated faces, one would have thought they were entering the lists for the "Prix de Rome." They went to work with a will. Weeks were consumed in racking their brains, forming compositions, changing and rearranging; first working in pencil, then reproducing and reducing to a given scale in pen and ink. Finally, the day came when they were to be finished, and they were wrapped and sent to St. Louis to artists who were selected as judges. Then followed the suspense of the week, which was intense, each student wondering what the result would be. Finally, the long expected letter came, and Thomas Hainlain was the successful one, and Clyde Jones

second best. When they next entered the studio the rejoicing over these two boys can well be imagined.

I must give the boys credit here for showing some originality in this work, for it was my wish they should show individuality, and, with very few suggestions, the work was done comparatively alone.

When we compare the length of time western teachers spend with their pupils with that of eastern teachers, it is not surprising our pupils have so little individuality; they are never left alone long enough to develop the originality they might otherwise show in their work. As an incentive to make an effort in excelling, two days a year are open as *competition days*, when ambitious students can hang their work for criticism, and those who have made a creditable degree of progress are passed into higher classes. This is an incentive to strong work.

No wonder young, ambitious art students long to go back East, where there is something to arouse them to greater ambitions. No wonder! They sigh for an art atmosphere, for the Mecca of all art students is New York or Paris.

There is no branch of art that shows more conclusively the higher standards demanded from its devotees, among all classes of people, than illustration. About twenty years ago, we could count on our fingers all who were seriously engaged in this work. Nast, Gibson and Abbey were the entering wedge, by which young artists have not been long in availing themselves of their opportunity, and now it is an acknowledged fact that any amateur artist possessing requisite talent, training and practical experience in working for reproduction, is assured a profitable return for his labors. In the aim to make the art education in the Institution for the Deaf in Illinois reach practical ends, we determined to make illustrating serious work. After starting the art students in this new field, I found they had an unquenchable thirst for information, a love of knowledge for its own sake, which outsiders call *enthusiasm*. This acting impulse has developed and grown until the result of our efforts has become a fact.

We found first, that students must sketch well and ought to

be able in a few minutes, with a few lines and shadows, to grasp the essential characteristics of an object before them, to aim at simplicity, to try and suggest what they see with as few lines as possible; because, if they go into detail, they will fail in the given time to grasp a well-proportioned impression of the whole. All who have learned what proper sketching means, know that it is but the rapid exercise of our powers of drawing, stimulating by its activity such ability as we possess. We use pen and ink as a medium for this artistic expression and we beg the students not to put down things they don't see and then correct them afterwards. Select for studies things with strong contrasts. It gives your work boldness. Never hesitate to change your subject of drawing, if you don't like it.

Pen and ink is used by most of our best illustrators. This is because it is not only at once artistic and effective, but because work done with this medium can be exactly reproduced at a far less cost to the publisher, than can drawings executed in any other medium.

The maiden effort of the pupils in illustrating commenced with the first issue of *The Illinois Idea*. The process may be interesting to some. The Crown engraving plate, or chalk plate, as it is commonly called, consists of a thin, dark steel plate covered with a soft, white composition. By means of special engraving tools used after the manner of pens, the drawing is made by cutting through the chalk composition of the plate and blowing away the chalk, which shows the drawing as it will appear when printed. Speed in engraving is gained by practice. Many casts can be taken from a plate and unused portions can be used afterwards. There are different grades of the chalk plate: soft, medium and hard. One grade can be cast as sharp as another, and their use is a matter of taste. The plates come ready for use, excepting that it is better to reduce the thickness of the composition about one-third, on fine work, with the brass scraper. It is the only process suited for rapid newspaper illustration. The space can be filled as cheaply with illustrations as with type. An instance may be given of the rapidity with which an illustra-

tion can be performed. Some months ago, when the medical convention met in our city, we wished to prepare an illustrated programme, suitable for the proposed visit of physicians. An original sketch was made, in fifty minutes, of a doctor, standing by the bed of a sick child, pouring medicine from a bottle into a glass. The engraving was finished in an hour. In another hour a stereotype was made of it. That afternoon the programmes were printed. The next morning, at half past nine, each visiting physician was handed a specimen of the pupils' work.

I want to draw your attention to the casting-box. It consists of an iron box which readily comes apart. The upper and lower parts consist of two iron plates, with handles attached. The side bars are of steel. This is all fastened securely by iron clamps. Into this box is placed the engraved plate. In the meantime, type metal is being melted in a long-handled ladle in a charcoal furnace, which is poured into the open top of the casting-box.

In having the box and engraving plate *thoroughly hot* lies the secret of getting a good, sharp cast. After being left to cool sufficiently, the upper iron plate is removed, always having the chalk plate on top, so it can be easily removed without injuring the composition. Then comes part of the work of which the pupil is not very fond, that of cutting away the parts of the stereotype, from the composition or picture, with steel gravers or routers, so that the printer's ink roller will only touch the sharp edges of the stereotype, leaving all the rest white.

Pyrography—poker painting, or wood etching—is the art of decorating wood, leather, or ivory, by means of heat, the design being burnt into the article to be decorated. Pyrography is now executed by the use of the platinum point. Pyrography signifies fire writing. Platina (or little silver) is a perfect metal, and from this the platinum point is made. No acid has any effect on it, and it is the only metal suitable for the pyrographic point, as it has the peculiar property of absorbing the gasoline used for heating, and of feeding upon the vapor conveyed to the point by the India rubber bellows. The

interior arrangement of the point consists of a small platinum sheath, partially enclosing a fine coiled, platinum wire, which, extending some way beyond it, is again enclosed by an outer and larger sheath of the same metal. On the end opposite the platinum is a small screw with a milled ridge at the base of it. This screws into the end of the metal pencil. The art of this unique scheme of decoration is not as obscure as it might at first sight appear. In the days when art and conviviality went hand in hand, in the low countries, and when in England, the tavern was a club-house, it was the wont of the artists, who gathered over pipe and pot of a winter evening, to exercise their passing inspiration on the walls around them as mementos of the festive occasion. A poker, heated in the fire-place, was their tool. With it they sketched upon the wall the creations of their fancy and the subjects suggested by discussion: a memory of a scene of nature, an idea of a new style of ornament, a merry burlesque on some event of the evening, and often portraits of each other.

There is practically no limit to the variety of these "poker-pictures" (to give them their conventional title), which have come down to us from the past. The greatest artists of the time are numbered among their creators: Rembrandt and Hals, Teuiers, (Teu yertz) and many more have thus left records of themselves on the wainscots of the Dutch and Flemish ale houses. In England, some of the poker-pictures of that eccentric genius, Geo. Moreland, are preserved among the treasurers of great collections. Even in the swift and careless sketches of those jovial gatherings, the possibilities of burnt-wood as an artistic medium are revealed, and the results produced in some cases may, without exaggeration, be termed remarkable. With changing fashions of artistic life, poker-painting became one of the lost arts. But after a century and more of neglect, it was revived.

Artists, whose travels made them acquainted with these characteristic souvenirs of the past, saw in them a suggestion which they undertook to realize. Many hands, skilled with the brush, experimented with the poker, and profiting by the

improved methods of modern times, produced pictures where the creators of the art had only made sketches.

It was found quite possible to reach results of the most elaborate and delicate character, through the soft, warm lines of the burnt-wood, by the skillful manipulation of the glowing iron held by the practiced hand. The art of poker-painting has had more attention in England than elsewhere, many fine specimens by famous artists of the present century being in existence there. The uses to which this mode of decoration may be applied are very numerous, and its possibilities, in an artistic way, are great. Any one who is a lover of beauty and the fine art applied to utility, will welcome it. In the infancy of burnt-wood etching, single pokers, heated rudely by the common fire, were used. Now we have sets of platinum points, graduated in size, from that which brings out the broadest and most vigorous effects, to the fine tool that makes the most delicate line. These can be used as easily as a pencil or a crayon.

The Flemish artists who created the art, would, with our modern implements, have left us master-pieces as immortal as their paintings. It is to the near future that we may look for the highest development of this mode of engraving on wood.

The platinum point is best adapted for wood-etching, instead of the ever-cooling poker; the artist has a point always hot, capable of being regulated from a white heat down to a faintly scorching power. Being of platinum it does not oxidize, so that the artist works as steadily as when using the pencil or brush.

Burnt-wood decoration, as a means of interior adornment, possesses great qualities. In this enlightened nineteenth century, we are returning to many of the customs of the darker ages; among other things, we are using an abundance of rich-toned woods in our interiors. We have come to realize that nothing is grander, or more satisfying in the long run, than the beautiful garment of color which nature gives to us in woods of every hue and texture. By the insertion of panels of lighter woods in their midst, into which have been burned brown traceries and flat tones, running from deepest brown-

blacks to creamy ivory-yellows, an artistic, harmonious effect is brought out without the introduction of foreign matter, thus producing a dignified decorative effect, which the carving of the wood alone can equal, but not surpass.

The owner of a country house, in England, has had the "Legend of Sleepy Hollow," done in pyrography on the wood-work of a fire-place; the rich sepia tints lending themselves beautifully to the poetic work.

Some very fine specimens of pyrographic work was seen at the World's Fair. J. William Fosdic showed intelligent wielding of the hot carbon-point etching tool in the hands of a true artist. Miss Roberts, of South Kensington, exemplified the art in a most elaborate piece (in four complete panels) of life-size heads, surrounded by foliage and ornamented—the whole being quite an artistic triumph. Miss Henerman has won for herself and established a reputation in this branch of art, reproducing styles of the 16th century furniture. One great advantage of this art is, it cannot be reproduced by machinery, and in admiring or criticising any specimen, we may be quite certain that it is as the artist's hand left it, and bears an impress of character and individuality that no purely mechanical method of working possesses. We are told of one of Vandyke's portraits having been copied with the most exquisite delicacy and faithfulness to the original. It is well to repeat, in conclusion, that the tools, wood and apparatus employed in burnt-wood etching count for little, but the sensitive, artistic soul behind the tool, one that loves the refinement and subtleties of a line, such lines as are found in the etchings of Durer, Haden and others, can accomplish wonders. He can assist in placing this noble art, grand in its simplicity, beside sister arts. Kenyon Cox says:

"Work thou for pleasure,
Paint or sing or carve
The thing thou lovest,
Though the body starve.

"Who works for glory misses oft the goal:
Who works for money coins his very soul.
Work for the work's sake, then, and it may be
That these things shall be added unto thee."

The Question Box was taken up and all questions not answered before were disposed of. (See Appendix.)

The Convention then adjourned for supper.

Evening Session.

The Convention was called to order by President Connor, at 7. p. m., pursuant to adjournment.

DR. GALLAUDET:—"Mr. President, I have here a communication from Mr. J. G. Shaw, of the Cross Deaf and Dumb School, Preston, England. While it is very valuable and interesting, it is too long to be read at this time. I would like to ask that it be incorporated with the printed report of the proceedings."

"CHAIRMAN:—"If there is no objection it will be so ordered."—(See Appendix.)

MR. YATES:—"Mr. Chairman, the Committee on Sunday Schools, appointed yesterday, desire to offer the following resolution as their report, and recommend its adoption:—

Whereas, The general sentiment of members of this Convention seems to be in favor of a uniform graded series of Sunday-school lessons, prepared and arranged especially for use in Schools for the Deaf, therefore, be it

Resolved, That the Chairman of this Convention appoint a Committee, composed of one member of each of the Christian denominations, if practicable, to arrange a four year's graded course of Sunday-school lessons, in accordance with the chief days and seasons of the Christian year, and in such a manner as may commend it to teachers of the deaf; and to devise ways and means for the publication of the course; and to secure, if possible, its adoption by all Sunday-schools.

The report was accepted, the Committee discharged, and the resolution adopted.

The following were appointed on the Committee:—Rev. J. H. Cloud, of St. Louis, *Chairman*; J. W. Tate, of Missouri; D. C. Dudley, of Colorado; S. M. Freeman, of Georgia; D. W. McDermid, of Manitoba; Rev. Thos. Gallaudet, of New York;

Sister Mary Dositheus, of Buffalo, N. Y.; J. H. Johnson, of Alabama; Thos. P. Clarke, of Michigan; Miss Sarah Fuller, of Boston; J. C. Gordon, of Washington, D. C., and F. W. Metcalf, of Utah.

MR. LARSON:—"Mr. President and Members of the Convention:—Your Committee on Necrology appointed, respectfully report that, so far as we have been able to ascertain, three principals and seven teachers have died since the meeting of the Twelfth Convention. We also add the name of J. A. Mills, not previously reported.

"*Principals*:—Dr. J. H. Johnson, Alabama; Miss Ellen L. Barton, Maine; Miss Emma Garrett, Pennsylvania.

"*Teachers*:—J. B. Ashley, Ontario; J. S. Wells, Maryland; G. C. W. Gamage, New York; Mrs. Carrie Moseley, Nebraska; Miss Nettie Marshall, North Carolina; George B. Goodal, California; Belle E. Larson, New Mexico."

MR. GALLAUDET:—"I move that the name of Supt. Thomas Monroe, of Michigan, be added to that list."

MR. FOX:—"I would like to add the name of William M. Chamberlain."

DR. GILLET:—"Also the name of Mrs. Agnes Griffith."

MR. DUDLEY:—"Mrs. Cheek, of Kentucky, should be added."

MR. JENKINS:—"Mr. Chairman, as the list is still incomplete, I move that the Committee be continued and empowered to perfect its report in time for publication in the report of the proceedings."

The motion was seconded and carried. (See Appendix, pages 78 to 101, for this report.)

Mr. Walker here stated that the Committee on Business had made its final report and requested that the said Committee be honorably discharged.

This was done.

Dr. Gallaudet offered the following resolution, which was adopted unanimously:—

Resolved, That the thanks of the Convention be, and they are hereby tendered to the members of the Business Committee, and to the respective Chairmen of the several departments, for the able manner in which they have arranged and carried forward the work of the Convention.

MR. WALKER:—"We elected our President, last Friday evening, but it was so late that we had no inaugural address. I move that we have one now." (Applause and cries of "speech.")

DR. GALLAUDET:—"I find it no easy task to express my appreciation of the honor which you have done me in making me President of this association. I can say that no incident of my life has more profoundly impressed me than that of the moment when you declared me President of this association.

"I have long desired to see our profession united in one broad, strong association, and I think the Convention, by its recent action, offers such an organization to the profession.

"Our platform is certainly wide enough and liberal enough to receive every one who is working as an actual educator of the deaf, no matter what the method may be.

"We are all laboring to promote the welfare of the deaf, and although I may not always have done just what others thought was best, I may say, I have tried always to do what was right and what I thought was best.

"We welcome all who are disposed to join with us in our newly organized association, and it is my hope that, ere long, we may enroll on our list of active members the names of all the teachers of the deaf on the entire continent of America."

Mr. Johnson, of Indiana, offered the following resolution, which was adopted:—

Resolved, That the Standing Executive Committee of the Convention of American Instructors of the Deaf are hereby authorized and directed to prepare and file proper articles of incorporation under the laws of any State or district as it may elect.

MR. WALKER:—"We would like to hear from our Vice-President, Mr. F. D. Clarke."

MR. CLARKE:—"Ladies and Gentlemen:—I hardly think it is necessary for me to tell you how very greatly I appreciate the honor which you have done me in electing me your Vice-President. To-night I look to twenty-seven years ago, to a time when I was a young country boy, almost without a friend, in a great city, when a good man offered me a place as teacher. He always called me "his boy." All that I know—all that I

am, as a teacher of the deaf—I owe to that grand old man: who is, in my opinion, the best teacher who ever stood before a class of deaf children—to Dr. Isaac Lewis Peet, Emeritus Principal of the New York Institution. When I think of his patience, of his forbearance, of his unending, Christian love for one who had no other claim upon him, except that of a fellow human being. When I remember all these things and think that he is not here; that his sage counsel may never guide us again; that his loved voice, always on the side of right, justice, and mercy, may never again be heard in our Conventions; my joy in having you all here as my guests, even my pride in this latest and best proof that you have just given me of your regard and confidence, is plentifully mingled with sorrow. Time and again, during this meeting here, I have felt that his presence was the only thing wanting to make this meeting a perfect one, in my eyes. Much as I value your lavish approval of the poor efforts we people of Michigan have made for your comfort, I cannot help wishing, that he, too, might have been spared strength enough to be here.

“He writes me from the place where he is resting from the fatigues and pleasures of the semi-centennial of his graduation from Yale College, that his health is such that he will be unable to be with us, but sends his heartiest good wishes for the success of this association, and his regrets that he cannot be with us. It does not become me to make a long talk—in fact, I am hardly in a condition to speak at all. I assure you that I feel very greatly the honor you have given me, and I shall always remember this as one of the pleasantest and proudest moments of my life.”

Mr. Larson here offered the following resolution, which was adopted:—

Resolved, That the Convention, recognizing the arduous nature of the labors so willingly and ably performed by the interpreters, extend to them, in behalf of the deaf members, a vote of thanks in token of the hearty appreciation their efforts have called forth.

MR. WALKER:—“ I should like to hear a few words from our Chairman, Mr. Connor.”

Mr. CONNOR:—"I am no speaker, that you all know. I appreciate the honor you have done me and will only say that I have tried to do my duty in this work, and if I have made mistakes, which I know I have, as I am not accustomed to presiding over deliberative bodies, I trust you will overlook them all. The time is near when the Fourteenth Convention will be a thing of the past, I am sure you will go away feeling a great deal better for having been here to enjoy what has been prepared for us by the Superintendent of the Michigan School for the Deaf and his assistants. Three years from now, we will meet again, and I hope that none of these faces will be missing."

The following resolution was introduced by Mr. Hill and unanimously adopted:—

Resolved, That the cordial thanks of this Convention are hereby tendered to our genial hosts, Mr. and Mrs. Francis D. Clarke, of the Michigan School for the Deaf, and their able corps of assistants, for the very delightful entertainment which they have accorded it, the memory of which will linger in all our hearts, as a joy forever.

Mr. Metcalf then offered the following, which was adopted unanimously:—

Resolved, That the thanks of this Convention be and the same are hereby tendered to its President, W. O. Connor, for the able, impartial, and kindly manner in which he presided over its deliberation.

Dr. Gillett offered the following, which was adopted unanimously:—

Resolved, That the thanks of this Convention are hereby tendered to the reporters of the daily papers for the courtesy they have manifested toward the Convention in their reports, which have so fully given an account of its proceedings.

The following resolution was introduced by Mr. Nelson and adopted:—

Whereas, The success of the Fourteenth Convention of the American Instructors of the Deaf has proved, beyond measure, unequaled in every way to any Convention ever held within the history of Conventions of the Deaf, and

Whereas, For twenty-seven years past, the Standing Executive Committee has devoted its time and untiring efforts in the uplifting and

promoting the cause of deaf-mute education in America, whereby a standard of progress has been attained, which deserves the highest commendation of all who are interested in the welfare of common humanity.

Resolved, That the thanks of this Convention be tendered to the outgoing Standing Executive Committee, in recognition of their zeal and fidelity manifested in the noble cause in which we are all engaged.

Mr. Hammond offered the following resolution, which was adopted:—

Resolved, That the thanks of this Convention are due and are hereby tendered to Dr. C. B. Burr, of Oak Grove Sanitarium, and the citizens of Flint, for the many courtesies extended to the members of the Convention.

Dr. Thos. Gallaudet here gave a few remarks touching on different Conventions since 1850. We are sorry to say that the stenographer made no note of what he said.

On motion of Mr. Ely, the report of the editor of the *Annals* was amended by striking out certain phrases reflecting somewhat on several institutions.

Mr. Clarke offered the following, which was adopted:—

Resolved, That the thanks of this Convention are tendered to the Central Traffic Association and to the Railway Association of Michigan, for their kindness in granting a one-fare rate to our members.

Resolved, That we especially thank Mr. James Houston, the Secretary of the Michigan Association, for his continued efforts to serve us.

Mr. Yates introduced the following, which was adopted:—

Resolved, That the thanks of the gentlemen of the Convention are due to the many ladies who have attended it, for their smiles, their beauty and their help.

Mr. Clarke offered the following, which was adopted:—

Resolved, That the thanks of this Convention are gratefully extended to the Stout Manual Training School, of Menominee, Wisconsin, for the excellent and instructive exhibit of the work of that school, which they have so kindly added to the exhibit of our Industrial Section.

Dr. Gallaudet offered the following resolution, which was adopted:—

Resolved, That the thanks of this Convention are due, and the same are hereby tendered to Miss Drury, the Matron of the Michigan School, and to Miss Fields, the stenographer for this Convention.

Mr. Dobyns offered the following, which was adopted:—

Resolved, That the thanks of this Convention are due and are hereby tendered to the Hon. John T. Rich, Governor of Michigan, and the Board of Trustees of the Michigan School for the Deaf, for their courteous attentions and the hospitable entertainment we have enjoyed.

Mr. Gordon offered the following resolution, which was adopted:—

Resolved, That our hearty thanks be tendered to Mr. C. S. Barns and his assistants, for the creditable manner in which, at the cost of much self-denial, they have printed the daily programmes for this Convention.

Dr. Brown, of Illinois, offered the following, which was adopted:—

Resolved, That the thanks of this Convention are hereby tendered to the Secretary, Prof. T. P. Clarke, and his assistants for the faithful manner in which they have recorded and conducted the proceedings of this Convention.

The minutes of the meeting were read by the Secretary and approved.

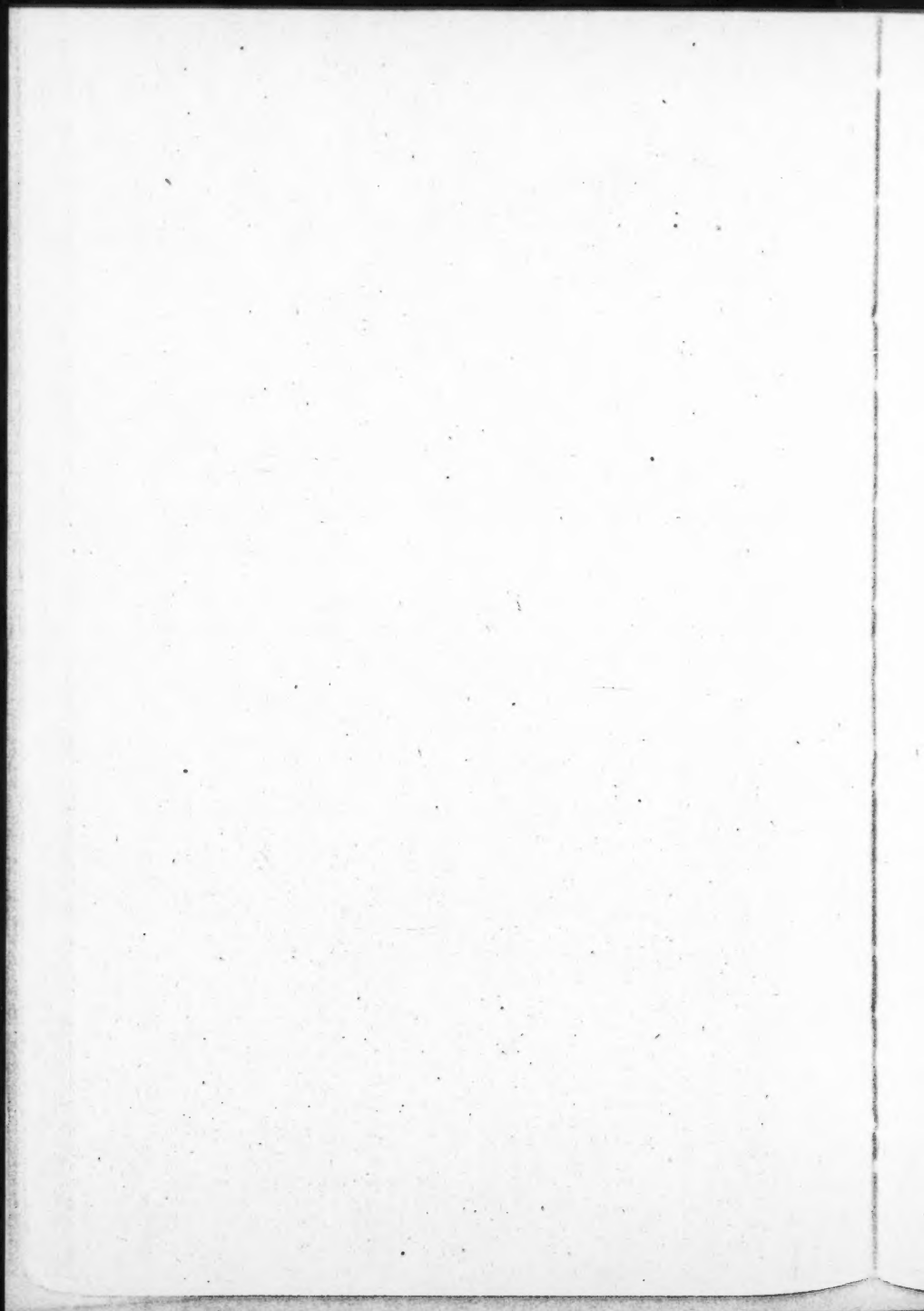
MR. YATES:—"Mr. Chairman, I move that, as there is no further business before us, the Fourteenth Convention of American Instructors of the Deaf adjourn after singing the hymn, "Blest Be the Tie That Binds," and prayer by Rev. Thos. Gallaudet."

The motion was carried, and the Convention stood adjourned.

THESE DOCUMENTS SONT
DEPOSES EN VERTU
DE LA LOI DU 17 MARS
1837

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Appendix.



The Question Box.

Language.

No. 1.—Do you think elliptical exercises profitable? If so, why? How do you teach them?

THOS. L. BROWN, Flint, Mich.:—"Occasionally, for the sake of variety in class work. Why? The tendency of this exercise seems to rouse comprehension, association of thought and judgment in the selection of words.

"How? Blackboard and finger spelling. The former exercise hardly needs explanation. While spelling, I pause as if hesitating or at a loss for the next word. The pupils will at once try to help me out as well as they can.

"I do not have much practice with this exercise, but think the time spent for it not wasted."

ELIZABETH R. TAYLOR, Portland, Me.:—"Elliptical sentences are profitable, particularly in the use of pronouns and the different tenses of verbs. After practical drill has been given in the school-room, there is no better way of knowing the child's conception of the lesson than by giving for evening study a list of elliptical sentences.

"Illustration (in the case of verbs, time-phrases should be given to show the tense required)—thus:—

'John —— to school yesterday.'

'He —— to school every day.'

'He —— to school to-morrow.'

'He —— to school every day this term.'

No. 2.—How would you teach the use of "if," "when" and while," in conditional clauses?

C. N. HASKINS, Chicago, Ill.:—"In the first place, let me say that it seems to me that this question is a little mislead-

ing. The implication is that 'when' and 'while' are used in strictly conditional sentences. Now, 'if' is the only particle that properly introduces the subordinate clause of a conditional sentence. Even when 'when' and 'while' can be substituted for 'if,' the element of time predominates over that of condition, the idea of condition being largely an implication. The following would be my method of presenting the subject to a class:—

'If the weather is pleasant, I will go to the city.'

I will go to the city, *if* the weather is pleasant.'

'When the weather is pleasant, I will go to the city.'

I will go to the city, *when* the weather is pleasant.'

'While the weather is pleasant, I will go to the city.'

I will go to the city, *while* the weather is pleasant.'

"I would place the above and similar examples conspicuously before the whole class and then require original examples of the use of the italicised words, with the proper shade of meaning in each sentence, from each pupil."

MISS GARMAN, Colorado Springs, Colo.:—"I would take some fact the children know, write the sentence on the board, using the word 'if,' and call their attention to it. For instance:

'We will have a holiday to-morrow, *if* it is pleasant.'

Follow this with others. Then tell them something that they *do not* know. Write it and let *them* use the word in sentences. The words 'when' and 'while' I teach in similar manner."

No. 3.—What is a good way to teach the present-perfect and past-perfect tenses?

SARAH TEMPLETON, Belleville, Ont.:—"With reference to the present-perfect tense, my first step is to give quite a number of simple actions, as 'I have dropped a pencil,' 'She has opened her book,' 'John has stood up,' etc. I invariably get them written in the past tense at first, and then show that

when the action has recently been performed, the word 'have' or 'has,' as occasion requires, is used. At first I confine the actions to the regular verbs; then, as soon as this has been mastered, an action requiring an irregular verb is given, as 'Mary has written her lesson.' This is almost always answered at first, 'Mary has *wrote* her lesson.' I then place a table on the blackboard for the three parts of the verb, present, past and past-participle, and put this verb in it. I explain to the class that the past-participle is always used with 'have' and give them a list of the irregular verbs with which they are familiar. The list is copied into their note-books and memorized by the pupils. Quite a number of actions requiring regular as well as irregular verbs are then given, until thoroughly familiar to all.

"Then a number of familiar illustrations combining present-perfect and future tenses are given, as 'John *has opened* his book and *will read* it,' 'A girl *has gone* to the city and *will return*.'

"Elliptical sentences, couched in familiar language, requiring this tense to be supplied, are also largely used, as 'Mary ——— torn her dress and ——— mend it,' 'James and John ——— written their lessons nicely.' A number of sentences to be changed into the present-perfect tense are also given and elliptical exercises requiring the different tenses of a particular verb to be supplied, as 'eat':—

1. 'We ——— our dinner yesterday.'
2. 'We ——— our breakfast this morning.'
3. 'We ——— our supper by and by.'
4. 'We ——— three meals every day.'

A series of questions in this tense are also asked, as 'Have you ever found a dollar?' 'Has Willie been a good boy?'

"By frequently drilling on these and similar exercises, this tense becomes familiar. *Drill* is the latch-key that opens the door of the highway to success and cannot be too much indulged in.

"With reference to the past-perfect tense in my grade of work, I do not pay much attention to it, but take it up as occasion requires in colloquial language, reading, etc."

No. 4.—Should we teach the use of “shall” and “will” to younger pupils? Are we not more apt to say “I am going to town this afternoon” than to say, as most deaf children do, “I shall go to town this afternoon?” Are we in danger of going too far in our effort to teach our pupils *correct* English?

WILLIS HUBBARD, Flint, Mich.:—“Our pupils must be given some training in writing sentences according to rule, but to be forever trying to analyze our every-day English often leads to stiffness of expression, if nothing worse. A few rules are necessary; too many only cause confusion in the mind of the average pupil. But the tenses cannot be ignored. When the proper time arrives, the future tense must be taught. It is only natural that some grammatically correct, but rather unusual expressions, like the one referred to, ‘I shall go to town this afternoon,’ should result. If nothing worse happens, no teacher has reason to feel discouraged. What student of a foreign language can use it smoothly at first? In order to distinguish the phrase, ‘is going to,’ from the usual present progressive form, it should be taught as an idiom. A little explanation and plenty of practice in its use will enable most of our pupils to see that it has a future meaning and should generally be preferred to the strictly future form, ‘will go to.’”

SYLVIA C. BAYLIS, Belleville, Ont.:—“When proper occasion arose, I would teach both ‘will’ and ‘shall,’ but in the younger classes ‘I am’ and ‘I will’ suffice in most instances.

“There are many expressions in common usage that are not correct; therefore, it is as well our pupils should understand both. When they are older, the difference can be explained. I hardly think it possible to go too far in our efforts to teach our pupils *correct* English.”

No. 5.—In teaching the past tense by actions, should the present tense be used simultaneously in giving commands, or would it be liable to confuse?

S. W. GILBERT, Indianapolis, Ind.:—“I think the way to teach ‘action work’ is to teach it by having the child do

what you want him to write. I make use of the present in giving commands, in the third grade, without confusion."

F. D. CLARKE:—"I would like to ask if I understood that you do not give commands until they are in the third grade?"

MR. GILBERT:—"I did not mean to say that; I said that the ideas came quicker by doing. I do not mean to say that I did not give commands until the third grade is reached; you will very soon be able to give commands."

MR. CLARKE:—"About what time?"

MR. GILBERT:—"That depends largely upon the class. With an average class, I would begin to give commands within one month."

FANNIE M. HENDERSON, Olathe, Kan.:—"I think, with a bright class, no confusion is likely to arise from the simultaneous use of the past and present tenses in action-work and commands. I think the action should be once performed and the verb written upon the large slate, in the *past tense*, in order that the first and most vivid impression of the new word may be in the form which the pupil will most frequently use in his own work. As soon, however, as the verb has been seen and understood by the entire class, I should write the command and henceforth use the written or spelled command in connection with the action-work.

In my own work I use the written or spelled command almost from the very beginning, and the children soon learn to look upon this form as belonging to the teacher, or to themselves only when they take the place of the teacher and assume authority to issue commands to their fellow-pupils.

"I should use *requests* more often than *commands*, as the constant reading of the same will tend to fix in the minds of the pupils the form which they must use in making known their wants and desires.

No. 6.—How can we teach picture description to pupils in second year class? Should we ask questions about the picture and write the answers for the children to see, and then erase the answers so they may write them from memory?

D. W. GEORGE, Jacksonville, Ill.:—"Outline pictures, with very few objects visible, should be used at first. Picture teaching can be carried on in a variety of ways, no one seeming to have any superior merit over the others. Very simple beginnings might be made. The pupil might be told to give, in answer to the question, 'What do you see in the picture?' a number of sentences, such as, 'I see a boy,' 'I see a fence,' 'I see a tree,' etc. Then he might be asked, 'What is the boy doing?' And afterwards he might be asked to give a relative position of each object in the picture. He might be asked to tell what the boy is wearing; to give some opinion in regard to the age, general appearance and character of the boy. Questions might be asked to bring out answers in any particular form of sentence the teacher wishes them to use. Leading questions might be used as aids to those of slow observing powers, such as 'Do you see a boy?' 'Is the boy playing ball?' 'Has the boy a bat in his hand?'

No, it is not necessary to have pupils write answers to questions from memory so long as the ingenuity can be exercised to bring them gradually to answer questions for themselves."

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No. 7.—After a pupil has been well drilled in the simple tenses and can use each correctly in isolated sentences, what further can be done to have him use them in ~~un~~connected language work without confusing the past-perfect, and past-progressive tenses?

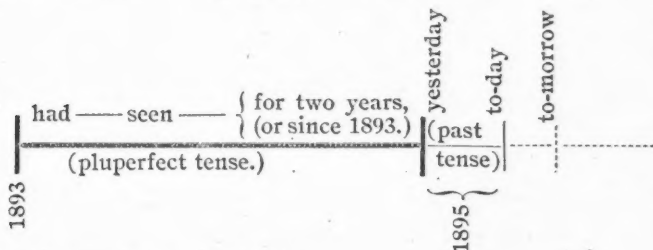
WILLIAM H. ZORN, Columbus, O.:—"There are two excellent methods of drilling the pupil:—

"1st. Action-writing. The teacher looks up at the clock and says it is 15 minutes of 12 o'clock. After the pupils have written it, the teacher may ask them what they were doing. They may be trained to reply as follows:—"We were writing what you had done."

"2d. Conversational Exercises. The teacher may say that he has been to Cleveland two or three times. They may write, 'Mr. B—— was telling us that he had been to Cleveland two or three times.'"

J. T. ELWELL, Mt. Airy, Pa.:—"The perfect tense implies an act, state or condition as existing up to, or previous to a given time in the past. Therefore it should always follow the past tense, and example for practice in both tenses simultaneously should be given and required. The deaf pupil will best understand its meaning by saying it is synonymous with the word, 'before' as, 'I saw my sister yesterday for two years,' that is, up to the time, or *before* I saw her yesterday.

"A horizontal line properly marked, thus:—



would serve for an illustration.

"To avoid misuse of the past-progressive tense, the pupil should be made to understand the difference between the past and the past-progressive. A verb in the former implies an instant for the completion of the act, as, 'A man fell off a house,' not 'A man was falling,' etc. In the latter tense more time is supposed to be required for the completion of the act, as, 'A bird was flying in the air,' or 'I saw a bird flying,' etc. In both cases the progressive form is clearly indicated, and such an expression as 'A bird flew in the air' is out of place; and a pupil may be easily made to realize the difference in the time required for the completion of each act, by asking him whether it takes a man as long a time to fall from the top of a house as it does for a bird to fly in the air."

No. 8.—How far must pupils advance in reading and writing script before they are taught to read the printed words, and what is the best method of teaching print?

L. L. DOANE, Columbus, O.:—"Pupils should learn to read

printed words at the same time they learn script. An object with the name printed upon it, or a picture of an object with the name attached should be given the pupils. At the same time the name of the object should be written upon the blackboard. The pupils learn to spell the same word manually. It is immaterial which comes first, the manual spelling, the written or the printed word. By taking these together, the association of ideas is such that less time is wasted than if taken separately. Objects, live ones when possible, a primer full of illustrations, a scrap-book full of good pictures, and pictures of common objects in the school-room should be used in learning print. I have found the *Youth's Companion* premium list and many of our modern advertisements very valuable aids. Object cards could also be used."

JOHN C. MILLER, Morgantown, N. C.:—"As to the teaching of reading, I have tried the plan of beginning with script and beginning with print. I do not hesitate to advise teachers to begin with print. My reason is that it is the teacher's business to teach the children to read books at the earliest possible day after they enter school. As the books are in print, the preparation of reading books ought to be in print. If the books are filled with script forms, I should advocate the script first. It might be said if a child is taught to read script at once, he could then read letters written to him. But nobody, scarcely, writes a letter to a child. If by accident he does get a letter, the script is so different from the script taught him at school that it is altogether unintelligible. Almost all the time in teaching script to beginners is thrown away, in my judgment. I say this frankly after having made an impartial trial with script.

I think, with the deaf, the best plan would be to show the printed word along with the object or the picture of the object. For example, to get a child to understand what 'pipe' is, I would print the word on the blackboard and hold up a pipe. When you cannot easily get an object, a camel for instance, I would print the word on the blackboard and then show a picture of a camel."

No. 9.—When should a regular language text book be first used?

FRANK READ, JR., Jacksonville, Ill.:—"Having had but a comparatively short experience in the class-room, and having taught only the pupils in or near the intermediate grade, it would be presumption on my part to say where a regular language text-book should first be used.

"However, I have taken pains to consult some experienced, successful teachers, asking them their views on the subject.

"One teacher says that it depends, *first*, upon the age of the pupils, and *second*, upon the number of years the pupils have been in school.

"The mature pupils, of an A grade class, should have it in the *second* year. The younger pupils, say under eleven or twelve years of age, should not have it so early.

"With dull pupils she would not put language books in their hands before the third or perhaps the fourth year. She would teach the pupils to study (prepared work by the teacher) from the first year.

"Another teacher thinks the deaf pupils should have some language text-book in the second year. She would advise this for both bright and dull pupils. Her reason for this statement she illustrated by the progress made by a bright little fellow in her class. The boy in question had been in the boy's cottage five years, where the children have no study hours and consequently gain no habits of study. The other members of the class room in the main building, where at least one hour each evening is spent in study. The difference in the progress of this boy and his classmates was very marked. While he had ideas, he found himself unable to express them. His classmates, with but one or two exceptions, had a better command of language than he had. This the teacher attributed to the use of the text-book, or work specially prepared for them.

"Another successful teacher of primary classes would advise putting a language text-book into the hands of an A grade class, in the second year.

"With an A grade class, another teacher thought she would

not use text-books before the third year, considering the language text-books her school now used, otherwise, she would probably begin earlier.

"Still another teacher would let the class have it when they are ready for it. She thought that, with an A grade class, she would begin in the second year; with a B grade, at the end of about two and a half years; and with a C or D grade, perhaps in the third or fourth years.

"Another teacher, who has taught all grades of pupils, from the first year primary to the graduating class, in her quarter of a century's experience, and whose opinions I value highly, would (rather) not use the formal language text-book before the fourth year, or even the fifth year, preferring the aid of the hectograph in making lessons, and preferring to train the class to habits of study in the class-room rather than have them do shiftless, slipshod studying outside. Her experience has shown her that her position, as far as she is concerned, is correct. She also believed that a good and experienced teacher could do better work, with a class of deaf children, without a text-book; however, she would not advise this course for young and inexperienced teachers, as a text-book is an excellent and safe guide to such teachers.

"In the Indiana School, language text-books are not used until the third year. Daily leaves are used up to this time."

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No. 10.—How can we get our pupils to use the relative pronoun more freely than they do in their conversation work?

F. W. BOOTH, Mt. Airy, Pa.:—"Conversation includes each and every possible form of language. If we get the relative pronoun into the common-place, every-day conversation of our pupils, there is little more to do. They have practically mastered the form, and can use and understand it in all its uses in language or literature. But the way to teach its use is to use it ourselves, in conversation and instruction, freely and without hesitation, whenever it happens to come into our mind to express our thought. I have myself quite abandoned attempts to teach the different forms of language by drill work. Drill

work has its place and I employ it to a limited extent with the relative forms, but its use is very limited. I rely upon the common, every-day uses of the form, in conversation, to give the ability primarily to understand them in such uses when reading it from the fingers, and secondarily, to use them themselves when the condition of their thought requires them for thought expression. As the pupil reads a great deal in the conversation that is addressed to him, and as he understands, in such reading, the language forms employed, he will, with the rest, read and understand the relative forms wherever and whenever they are used in a natural and obviously proper way to express relative thoughts. So in reading—this reading in personal conversation—lies the method of introducing the relative forms to the deaf child, and for the most part, of teaching them. They are so introduced to the hearing child, who, we know, reads months before he himself begins to express his thoughts to others. Our deaf children must thus read, read, read, every day, every hour, every moment, in every possible place and upon every possible occasion where their attention can be obtained and their interest utilized. There is no question regarding the attention and interest of our children for reading conversation addressed to them; we have them whenever we take the trouble to talk to them. And it is a most powerful force, or agency, to be utilized in our teaching, but this goes without saying.

"Now, I must say, I see no particular or special shortcomings among our pupils in the use of the relative forms; therefore, I see no reason for special attention—any more than an occasional drill exercise to fix principles—to these forms. I have noticed that our pupils in our advanced classes use these forms in conversation, in their recitations, in their debating society, in their prayer meetings, with the same readiness and correctness that they use any of the forms, and they use them apparently without thought that they are difficult. If I could, in a dozen words, tell you how to teach the relative pronoun forms, I should say, teach them by using them freely in conversation and in your teaching. The learning will, for the most part, take care of itself."

MARY J. SHERIDAN, Jacksonville, Ill.:—"First, by teaching thoroughly the interrogative forms, 'who,' 'whose,' 'whom' and 'which,' and then with 'ask' and 'tell' and 'asked' and 'told,' in indirect discourse, as

'Please tell me, *whose* house that is across the street?'

or,

'*Whose* house is that across the street?'

'John *asked* us *whose* house that was across the street.'

"I have not found it advisable to go beyond these forms, in teaching the relative, until the fifth year, when the relative 'that' may be taken up. My observation has been, pupils try to use the relative before they understand it and get sadly mixed. Is it not wiser to confine our pupils to short sentences and simple constructions, which they can master, rather than push them out too early in the course, to attempt long sentences and difficult constructions, only to make a failure?

"I have found it profitable, in the fourth and fifth years, to teach what I call conversational exercises, to help my pupils to a better understanding of the relative pronoun. In beginning the exercise, I write, first, a conversation in dialogue form, on familiar subjects, introducing the relative form; then I persuade each in the class to a similar effort. Here is an exercise:

CONVERSATION BETWEEN MOTHER AND ME.

[*I*] 'Mother, who is that gentleman talking to father?'

[*Mother*] 'Mr. Garrison, who owns the mill yonder.'

[*I*] 'What is he talking about?'

[*Mother*] 'He is talking to your father about the man that was killed yesterday at the mill.'

"Another way to help my pupils to a freer use of relatives has been to occasionally take home with me their original compositions or exercises, changing their short sentences into more complex ones using the relative pronouns, requiring my pupils to study it as a lesson the next night.

"I have frequently written upon my slate two short sentences, asking pupils to change them to *one* sentence, using the relative, as

'Mary has a little niece. She is quite mischievous.'
changed by pupils to

'Mary has a little niece *who* is quite mischievous.'

"I have not found giving the pupils isolated sentences containing the relative, for study, a very great help to them in acquiring its use, and if I may be allowed the opinion, it seems unwise to spend so much time upon the relative. The pupil will use it naturally as he grows older, acquiring it by seeing it frequently in papers and books. Of course, it depends upon the amount of time the teacher has to devote to special instruction in language. Whatever else is omitted, much drill on the use of the tenses of verbs *must not be omitted*, and instruction in other parts of speech will naturally group around these, the relative included."

* * *

No. 11.—What is the best method in teaching participles so that pupils can use them understandingly?

R. B. LLOYD, Trenton, N. J.:—"Teach present participles from actions actually going on or represented in pictures. We should have pictures large enough to be seen by the whole class. Write as many sentences on the blackboard as you can, thus:—

1. 'A boy is picking apples.'
2. 'A girl is standing on a ladder.'
3. 'A man is carrying a basket of apples on his shoulder.'

etc., etc., until you have about a blackboard full.

"Call on each child in turn. Point to a sentence and tell the child to show you the person and thing described in the picture. Then reverse the process. Point to the person in the picture and let the child find the sentence on the blackboard and repeat it to you.

"The perfect participles I teach as adjectives and by filling blanks. I show a crayon and call the children's attention to the fact that it is broken and say, 'It is broken.' In the same way I teach such words as 'torn,' 'cracked,' 'spoiled,' 'fallen,' 'washed.'

"Elliptical sentences I also find very useful for the purpose. I give all the words except the participle, which the pupil has to supply. If the children are old enough, they should have the three forms of the verb explained to them by a three-slate method, viz:—

1	2	3
catch	caught	caught
fall	fell	fallen

and taught that the past participle always comes from the third column, never from the other two."

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No. 12.—Should we compel our pupils to use participles frequently in their compositions?

H. LORRAINE TRACY, Baton Rouge, La.:—"Yes, certainly. How could we expect them to use and understand the participles correctly, if not used frequently? 'Practice makes perfect.'"

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No. 13.—Are symbols a disadvantage?

J. L. SMITH, Faribault, Minn.:—"The only system of symbols with which I have had practical experience is the one devised by the late George Wing, for thirteen years a teacher in the Minnesota School for the Deaf. I have used it and observed its use during a period of ten years, and my conviction is that, properly used, symbols are *not* a disadvantage. Like any other educational device, the symbols may be abused, be employed to excess; but, in the hands of an intelligent and conservative teacher, they are a useful auxiliary.

"I do not know how it is with other systems of symbols, but Wing's system is so arranged that it can be commenced in the primary grades and carried throughout the course, keeping pace with the natural and logical growth of language. If the symbols are used judiciously and systematically by successive teachers, as the pupils advance in grade, they become a guide to the pupils and are used mentally in sentence-construction.

"My personal observation, during a period of years, enables me to testify that pupils who have a thorough understanding of the principles of the symbols are more grammatical in their language, more careful in their writing, than those who have little understanding of the subject."

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No. 14.—How is the use of "an" before words beginning with h-mute best explained to children in the manual classes?

D. W. GEORGE, Jacksonville, Ill.:—"They might be told that the use of 'an' instead of 'a' is required before words beginning with any of the five vowels in order to avoid a hiatus—a confusion of sound in speaking—and then, that there were some half dozen words beginning with the letter 'h,' in which that letter is not sounded—is not heard—and are spoken the same as if they commenced with vowels. The word 'hour,' for instance, is pronounced as if it was written 'o-u-r,' and the article 'an' should be used before it, and not 'a.' The word might be written with the 'h' enclosed in parenthesis, or a line might be drawn across it, or the hand might be held over it. He might be told that the only word beginning with h-mute that comes up much in every-day life is 'hour.'"

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No. 15.—How can words best be taught?

F. D. CLARKE, Flint, Mich.:—"Miss Crawford, who was to answer this question, is a little diffident, and as we have talked it over, I have her thoughts and will give them to you. In the first place, she relies very much on asking questions; if the word represents anything that can be seen, show the article. If you cannot do this, or if the word represents something that cannot be seen, do the next best thing you can, either by writing, signing, pictures, or any other way; it makes no difference what."

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No. 16.—When a new word is met with, should it be explained by itself or synonyms? (A boy who was told that "to obtain" was the same as "to get," wrote he hoped "to obtain a letter soon.")

JOHN E. RAY, Danville, Ky.:—"If the object of the question is to inquire into the best way to teach the *meaning* of words, I answer, by *illustrations*, by objects, pictures, actions (*signs*, if you please), in primary work.

"In advanced classes, it may be done by spelling or writing (or, in oral work, by speaking) the definitions and giving examples illustrating the meanings of the words in their several relations.

"I believe that words should be taught in complete sentences, so far as practicable."

J. N. TATE, Fulton, Mo.:—"I would use synonyms very little with beginners, although I think they are useful in teaching our language."

E. MCK. GOODWIN, Morganton, N. C.:—"In teaching a new word to a primary or intermediate class, I would teach it by itself, illustrating it in a half dozen well-selected, simple sentences, expressing some thought that the class could comprehend. Take the example given, 'to get':—We find that the synonyms are 'gave,' 'win,' 'acquire,' 'obtain,' 'procure,' 'earn,' 'secure,' and 'seize.'

"To give all these would confuse the learner. If, however, the class was sufficiently advanced to study etymology, and the nicety in the distinction of the meaning of words, I would give the new word and a number of synonyms nearest akin to the word.

"I presume every experienced teacher of the deaf has seen the bad effect of *word teaching*—great lists of disconnected words, and the children with some faint idea of their meaning and yet utterly unable to use the words intelligently."

* * *

No. 17.—Is it advisable to give deaf children false syntax as a special exercise?

J. W. SWILER, Delavan, Wis.:—"Mr. Chairman:—I had hoped to say little, but, in answer to this question, will say that I have found very good use for it. I think there are times

when the use of false syntax is very profitable. I think the use of it is many times a great advantage."

F. D. CLARKE, Flint, Mich.:—"I am rather sorry to differ from my friend, Mr. Swiler. I should not use false syntax except with pupils about whose language I was absolutely sure. Sometimes you may give a child a sentence that is wrong to make right, as a test of knowledge, but if you put the false forms of language before deaf children frequently, human nature is so perverse that they will remember the false form and forget the correction. The syntax of sentences may be faultless, and yet the sentences utter nonsense."

No. 18.—Is "incorporation" of words a beneficial practice?

A. B. GREENER, COLUMBUS, O.:—"As it is the duty of the teacher to impart knowledge to his pupils, any means employed which will stimulate the mind to action should be considered beneficial.

"The 'incorporation' of a word or words into a sentence or story, as I understand its meaning, will be found a good exercise, though it should not become a daily routine of the classroom, for 'variety is the spice of life,' and our pupils are generally craving for something new. The exercise may be varied by giving a short list of words and having the pupils incorporate each into a sentence; say, for instance, 'awl,' 'bury,' 'sell,' 'tail:'

'The shoemaker pricked his thumb with his *awl*.'

'They will *bury* the man in potter's field.'

The teacher, as a change, might write out on blackboard, omitting italicised word, and have the scholars complete the sentence.

'The ox has a long *tail*.'

'Did John *sell* his horse to Mr. Smith?'

'Where did they *bury* the dog?'

"Write out a short story on the blackboard, omitting certain words. Have the pupil supply the 'missing links.' The

pupils could either copy the story on paper or slate. I think this the best plan, or the teacher might call upon the whole class for the correct word to fill a blank.

"In case the class cannot comprehend the omitted words, a list of them might be written on another slate for the pupil to select from and place where they properly belong. In this case it is best to mix the words up, otherwise the pupil would have no difficulty in placing them, and thus the object sought, getting the pupil to think for himself, would be lost.

"And still another good plan is for the teacher to have the pupils write out a short story from a list of six or seven words, as 'boy,' 'gun,' 'woods,' 'tree,' 'squirrel,' 'skinned,' 'ate.' To a class that has not been drilled in 'incorporation' of words into a story, the exercise may seem difficult, but a little assistance by the teacher, at first, will soon overcome the obstacles, and the pupil will not only get to liking the task, but be benefited by it also."

* *

No. 19.—Please give the results of the workings of the "Complete Thought Method," beyond the primary stages.

T. F. MOSELEY, Omaha, Neb.:—"Some of the results of the workings of the 'Complete Thought Method,' beyond the primary stages, are as follows:

"1st. Increased power to attend to the presentation of thought by pantomime, signs, spelling, writing or speech; to watch for the principal point presented, to hold it clearly and firmly, while at the same time noticing accurately the details.

"2d. The eye is trained to take in, at a glance, the words, spelling and punctuation marks that constitute the written English presented. Pupils become able to see from twenty-five to fifty words as rapidly as the words can be written, which is a performance equivalent to a hearing person repeating after a reader, paragraph by paragraph, from the Bible, or from church hymns, etc.

"3d. Having become able to exclude all other affairs from the mind so as really to attend; having become able to see whole lines and paragraphs at a glance, pupils are able to

remember long enough to repeat immediately, and in some cases days afterward, while more or less language remains as a permanent possession.

"4th. The English expressions are stored away in the mind, and the pupils language becomes richer and fuller.

"It is a mooted question whether we "think in language." If we do, then the pupils use this stock of expressions to think with. Certainly our pupils think better than did their predecessors, before the 'Complete Thought Method' was used. If our pupils do not think in English language, but in something else, then they use this stock of English expressions in translation, and the result is language, more flexible, freer from mute-isms and nearer to common English than we used to see.

"To repeat, some of the results we notice in our schools are increased powers of concentration and observation, improved memory, better language."

J. A. GILLESPIE, Omaha Neb.:—"I indorse the above as my answer."

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No. 20.—How and to what extent should stories be used in teaching language?

J. R. DOBYNS, Jackson, Miss.:—"I believe in giving stories to the classes, either by signs or spelling, and beginning in the second year, if not the first, and continuing through the course."

* *

No. 21.—Is there a perfect system for teaching language to a deaf child?

ROSA R. HARRIS, Frederick, Md.:—"No! And it would be very unfortunate for a teacher, to say nothing of his pupils, were such a system (so-called) ever placed within his reach. The earnest thought and careful preparation which characterize the enthusiastic, wide-awake teacher, the judicious use of text-books and well tested methods, supplemented by original devices suggested by the needs of the hour, are infinitely bet-

ter than any cut-and-dried system, whatever its label. We wish to develop the minds of our pupils, not to run them through a cast-iron mould."

JAMES DENISON, Washington, D. C.:—"I do not see how there can be a perfect system with imperfect material to work on and imperfect instruments to do it with. We must adapt the system to the pupil, for what may be the best system for one may not be so for another.

"I suppose the best way to teach a deaf child language, provided the child is docile and intelligent, and the teacher bright, sympathetic and devoted, is for the teacher to be the child's close companion from his earliest years, giving him language, language, language at all times, on all occasions and in all places. But this is possible only in exceptional cases."

No. 22.—What is the value of picture teaching, and are pictures procured in sufficient abundance for deaf children?

F. B. YATES, Little Rock, Ark.:—"My experience as a teacher has convinced me that picture books, charts, etc., are of great value in teaching the deaf, and I do not think they are procured in sufficient quantities. We ought to have more books and charts with suitable pictures, which, in using, can be enlarged upon by the teacher. I have a little son at home who, though only two years old, is very fond of picture-cards and books, and by the use of them he has gained much useful knowledge. I do not think there is any difference between a deaf child and a hearing child, excepting that the former cannot hear. I believe in pictures for the young, and I think teachers of the deaf, especially those of primary grades, should be well supplied with them.

"So much do I believe in pictures for the deaf, that I think it would be well if every teacher could claim drawing as one of his or her accomplishments."

No. 23.—Is it worth while to spend much time in trying to teach such niceties as the distinctions between "shall and will," "should and

would," "lay and laid," seeing that they are ignored by most hearing persons and most teachers?

ABEL S. CLARK, Hartford, Conn.:—"This question consists of both a question and an assertion. I will notice the assertion first. To declare that the distinctions between the words named are ignored by most hearing persons is to say that most persons are either careless, or imperfectly educated in the use of their native tongue. To say that most teachers are guilty of the wrong use of them is to declare either that few teachers are properly equipped for their work, or that many teachers make a discreditable concession to the slipshod forms of expression.

"As for the question, How much time should be spent in teaching so-called niceties? I would say that the teacher's own accurate or inaccurate use of such words must largely decide how much time it is necessary to spend in special explanation of them, for, with constant care on the teacher's part, the pupil will naturally acquire the art of proper discrimination.

"Now, if we concede that the teacher may adopt the common perversions of language used by the ignorant or unthinking, we must soon go further and agree to ignore more glaring errors. A teacher has no right to become indifferent to a child's errors in language on the ground that it comes from an illiterate home, or that its parents are deaf or foreign born, or that the letters it gets from home are masterpieces of bad spelling and bad grammar. It is the teacher's prerogative and duty to keep before his pupils, for their imitation and use, the purest, simplest and most accurate forms of expression in his own command.

"In all good work, strength, proportion and precision must be controlling features from beginning to end, and no one of them can be neglected without detriment to the final result.

"As a picture hanging askew is a constant distress to the eye, so the infelicitous and awkward use of language jars upon the cultivated mind, and I would correct both as often as they come within the sphere of my duty. We cannot afford to forget the words of the eminent sculptor, when one expressed

surprise that he spent so much time in finishing a statue:
 "Trifles make perfection, but perfection is no trifle."

Grammar.

No. 24.—Please give some good device for teaching the tenses.

JAMES C. BALIS, Belleville, Ont.:—"I know of no *device* for teaching the tenses. Most of us have, I suppose, our own system of instruction, and the methods vary.

"I employ illustration, with practice on the pupils' part, aided by elliptical exercises, *signs* and employment of every prominent event in the near past, or probably in the future. 'Had had' I leave to advanced pupils, whose practice in English should by rights enable them to grasp the difficult expression, or rather use an *active* form.

"Constant use of *English* is, to me, the only way to acquire it, and properly employed, the signs are invaluable as rapid and telling aids to the acquisition of proper grammatical technicalities. One employs, in a class-room, means and inspirations forgotten as soon as their effectiveness for the time being has ceased, and I can think of no *device* that I should make *invariable* use of. Divided among several grades, or years of a course, it is easy to progress toward a knowledge and use of the whole series.

"Repetition is the key to the mastery, and practice the latch that keeps the bolt from slipping back again."

No. 25.—How would you teach the relative pronoun "whom"?

A. H. SCHORY, Columbus, O.:—"I have taught the relative pronoun 'whom' in several ways. The following is the most satisfactory method I have so far found in teaching the pupil how to use the pronoun:—

"The first step is to acquaint the pupil with the meaning of the subject of a verb, and then, that of the object of the verb or of a preposition; at the same time, giving several simple sen-

tences and pointing out the subject and object in each given sentence. This drill should be kept up until the pupil understands the distinction between the subject and the object clearly. Then give sentence work, using the relative pronoun 'whom,' and insert the whole relative clause in a bracket or parenthesis, so as to show the clause vividly to the eye. For example:—

^{subj.} George Washington (^{r. p.} *whom the Continental Congress* ^{subject.} *made* [^] *Commander-in-chief of the American army*) *went to Cambridge to take command, in July, 1775.'*

or,

^{obj.} 'I have just met the lady (^{r. p.} *of whom you spoke* ^{subj.} [^] *highly yesterday.*'

I take pains to impress upon the pupil's mind the fact that the pronoun is nearly always placed between two subjects, when the said pronoun is used immediately after the subject of the verb in the independent clause. Then I would proceed to explain that the pronoun 'whom' or 'which' is also generally placed between the object of a verb or a preposition in the independent clause, and the subject of the verb in the relative clause.

"As soon as the pupil has become familiar with the use of the relative pronoun, I insist upon his copying sentences containing the relative pronoun, which he may find in books or newspapers."

* *

No. 26.—When shall we first take up a text book in grammar?

S. T. WALKER, Jacksonville, Ill.:—"There is a great diversity of opinion whether we should take up a text book in grammar at all, but I think that at some time during the last two or three years it should be studied from text books. I do think that a correct knowledge of syntax, even by simple rules, should early and all the time be instilled into pupils, and that the relation of parts of speech to their position in the sentence should be taught very early. Much mixing of lan-

guage construction is the result of a "hit or miss" way of teaching often indulged in by teachers who do not fully comprehend the importance of the deaf child early learning that *there is* method and reason for constructing sentences as required by grammatical rules. If that is done, the question of grammar will not be such a large matter for the pupil, and I think he ought to be well grounded in syntax and etymology."

**

No. 27.—How much grammar is it worth while to teach our pupils (or any pupils)?

AMOS G. DRAPER, Washington, D. C.:—"Grammar is almost a pure science. In the earlier stages of instruction, the study of it must be regarded as of almost no value whatever in comparison with the *practice* of language, whether in its spoken, spelled or written form. When, however, the pupil is sufficiently advanced, the study of grammar is valuable as discipline, as information, and as a foundation for further acquirements. Such a study becomes a necessity, if the pupil is to enter upon the study of any dead or foreign language, or even to have an acquaintance with the root and essence of our own."

G. O. FAY, Hartford, Conn.:—"They should be taught enough to be able to analyze their own composition."

**

No. 28.—What kind of questions do you consider most profitable to our pupils?

WILLIS HUBBARD, Flint, Mich.:—"By all means, those that will most likely come into every-day use; simple ones that may be easily comprehended and varied to suit circumstances; questions that will assist the mute in his intercourse with the hearing, having reference to particular kinds of work, to recreation, travel, shopping, obtaining employment, etc. A book of questions, arranged under different headings, after the manner of *Miss Harris' Language Book*, would, I think, be a great help to many mutes for reference, especially after they have left school."

No. 29.—Should the dull pupil learn to write questions before he learns to answer them? What is the best method of teaching questions?

FRANK O'DONNELL, Berkeley, Cal.:—"No. Man is naturally an inquisitive being. It comes easy to ask simple questions (and we reckon *dull* pupils deal in *simple* queries), as we almost unconsciously acquire their form of construction by constant repetition, whilst perhaps vainly trying to form a correct reply. Try yourself with a foreign language, say French:—

'Comment vous portez-vous?'
 'How do you do?'

Is easy to the veriest novice. How you learned it, you don't know. It just came easy, that's all.

'Je me porte a merveille, merci.'
 'I am perfectly well, thank you.'

Takes a lot of brain racking and a final hunt in a dictionary, or dialogue and conversation book, to get at it. It doesn't come easy. Let natural mental absorption do as much as possible. Spend time and effort on what nature refuses to do. We believe queries are natural, but answers frequently artificial. Follow nature and then dig a ditch, is the best way to make a canal.

"In teaching questions and answers, we believe in proceeding from the simple personal to the complex impersonal. From:—What is *your* name? To:—Such queries as Ideas of Government, the Silver Question, the Martian Canals, etc., may originate when the pupil's mind has reached a stage where natural comprehension of the question may cause reasoning sufficient to produce some kind of an answer."

No. 30.—What is the relative value of the two modes of questioning: by *writing* and by *spelling*?

FRANK W. METCALF, Salt Lake City, Utah:—"It is primarily the office of a question to ascertain the knowledge of the one questioned regarding the subject about which the

question is asked. The value of the question will depend on the ability of the teacher to frame questions and the ability of the pupil to answer. A question should be framed so as to draw out as much knowledge from the pupil as possible and cause him to *think*.

"When a class is questioned by spelling, the undivided attention of *all* must be secured, both to the teacher and the one who answers. Usually but one answer is received to a spelled question, it being taken for granted that the remainder of the class know as much as the one who gave the answer.

In written questioning, the whole class usually write the answer, and thus the knowledge of the subject by each individual member of the class is ascertained. The same result could be obtained by having the class all write answers to the spelled question. Where this is the method, it will be found that the teacher will usually have to repeat the question two or more times, before they all understand it.

"The written question needs no repetition. The relative value of the two modes of questioning must depend on circumstances. Both should be used to give variety to the school-room exercises."

Kindergarten Methods.

No. 31.—How can our pupils best acquire practical knowledge? Would not an hour's instruction once a week out-of-doors be more profitable and make more lasting impressions on the minds of pupils than that much time every day spent in the school-room on the same subject separated from the objects and relations taught?

KATHARINE D. PARTRIDGE, Frederick, Md.:—"I would reply to this question in the negative. A single out-of-door lesson—and I consider such a lesson invaluable—ought to provide material for several profitable in-door lessons. In cases where *frequent* open-air lessons are impracticable, it is possible so to bring nature into the kindergarten that the fact of being shut in shall not entail separation from the objects and relations taught."

No. 32.—What should be done with a pupil who is not only stupid, but needs to be watched every minute?

MYRA L. BARRAGER, New York, N. Y.:—"Such pupils should have blocks, toys and colored pictures, with which to amuse themselves while the teacher is engaged with other members of the class. These will not only keep the pupils quiet, but will also serve to awaken and stimulate to an extent their dormant minds and prepare them for the more difficult task of learning to spell and to write."

No. 33.—At what age should the average deaf child be admitted to school?

E. B. NELSON, Rome, N. Y.:—"I will say, in answer to this question, that a pupil is allowed by law to go to school at the age of five years, in New York State, and this has been found by experience to be young enough."

H. C. HAMMOND, Chicago, Ill.:—"I think when there is a kindergarten attached to the school, seven and a half years; when there is not, I should say eight and a half years."

Text Books.

No. 34.—When a text book is to be used in the study of geography, what are among the best?

FRANK O'DONNELL, Berkeley, Cal.:—"Don't like geography text books, except for advanced pupils. Like geography taught from natural and artificial surroundings, compiled by teacher according to location. Like lessons from the great encyclopædias, together with the use of the fine collections (photogravures) of Views of the World, now so cheaply obtained, such as *Shepp's Views*, etc. Magic lantern exhibitions, combined with good explanatory lectures, are most serviceable aids. If text books must be used to learn the population of Timbuctoo, the height of the Hindo Koosh and

the length and breadth of Lake Tanganyika, then I suppose *Monteith's Advanced*, the *Cornell Advanced*, or any other first class atlas-geography combination, are 100, A, 1."

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No. 35.—In all primary grades, should not the language of text books be always made subordinate to that written by the teacher for the pupils about matters of immediate interest to him?

F. W. BOOTH, Philadelphia, Pa.:—"Yes, most of the instruction should be given by the teacher; if he is not competent to teach without a book, he is not competent to be a teacher at all."

* *

No. 36.—How early in the course of instruction should text books be furnished pupils?

R. MATHISON, Belleville, Ont.:—"During the first year; after the pupil is able to recognize a sufficient number of words in different combinations, all the letters of the alphabet, and after he has obtained the idea that objects have names. No teacher or pupil ought to depend altogether on a text book; but a good one for new beginners, and others as well, will be found useful to any teacher and, in my opinion, to the pupil. Any child in school, if he has a suitable, simple book, that is adapted to his requirements, feels a greater interest, if he has some lesson that he may study in leisure moments outside as well as in the school-room.

"A book for new beginners, to my mind, particularly adapted to young deaf children, is *Picture Teaching*, for young and old, by Janet Byrne. This little book has been used with good results in our institution, but latterly I have been unable to obtain any, as it is unfortunately out of print. The first part contains several hundred small pictures with names underneath, commencing with common objects, articles of furniture, actions, out-door objects, colors, etc., all presented in simple, practical manner. The words employed follow in easy sentences, within the comprehension of an ordinary deaf

child during the first year of instruction. A copy of this little book has been placed in the collection of exhibits, where it may be examined."

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No. 37.—Is it advisable to have a series of text books prepared "specially for the deaf"?

S. T. WALKER, Jacksonville, Ill.:—"I see no objection to a series of text books prepared for the deaf by a teacher or teachers who know what they are about. I think if our pupils could fully comprehend the text books used in our public schools, those books might be used; but, as a general thing, they do not until the last two or three years of their course. Therefore, I think a well edited school book, designed especially for the deaf, is always valuable."

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No. 38.—How are text books in United State History, English History, etc., to be used?

SARAH H. PORTER, Washington, D. C.:—"If the English language were made of paramount importance from the beginning to the end of the school course, the manner would be simply:—Select and place within reach of your pupils *all* the standard text books, novels, poems, essays, etc., connected with the subject considered. As it is, however, with many of our grown boys and girls wholly incapable of comprehending the language in which these books are written, each teacher must judge for himself how far he can safely leave his pupils to struggle with text books. Semi-mutes, at least, should be required to use text books as hearing students use them, and every effort made to induce the other members of the class to follow their example."

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No. 39.—What arithmetics do you know of which give a large number of miscellaneous examples, somewhat suitable for drilling deaf pupils?

F. W. BOOTH, Mt. Airy, Pa.:—"I use no particular text book, and I know of none that fulfills the requirements of the

question. My custom is to have all the arithmetics that I can get hold of on my table, and then select problems from them suited to the work I am doing with my class."

**

No. 40.—What is the best text book on geography now extant for use in teaching deaf-mutes?

J. L. SMITH, Faribault, Minn.:—"The best text book on geography, or on any other subject, is a thoroughly practical and energetic teacher. But this may be called evading the question. I have had experience with only a few primary geographies. The most satisfactory one that I have yet come across, is *Appleton's Lessons in Geography for Little Learners*. A copy of this may be seen in the school-room exhibit. With some enlargement on the lessons of the book by the teacher, we have been well satisfied with the results."

P. DENYS, Belleville, Ont.:—"There is no end of text books on geography. *Mitchell's Primary Geography*, *Calkin's Introductory Geography* and *Lovell's Intermediate* are all good books. Yet, in this branch, as in many others, the teacher must, to a great extent, arrange and modify to suit his particular class; in other words, be his own text book."

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No. 41.—What is the best text book on American History of an elementary nature now extant for use in teaching the deaf?

W. K. ARGO, Colorado Springs, Colo.:—"A teacher can make use of any of half a dozen text books with equally good results. I have seen *Ellis' Primary United States* used successfully in the Kentucky school. We used here, last session, *Eggleston's*, in two parts, and found them very good. *Barnes' History* is also very well arranged for use in teaching any class of pupils, whether hearing or deaf."

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No. 42.—What is the best primary text book for Language?

ELIZABETH R. TAYLOR, Portland, Me.:—"Miss Caroline C.

Sweet's series of books are the best primary text books for language teaching.

"In the earliest stages, a book made by the teacher, of printed leaflets compiled from the daily journals of the class, may be used with advantage.

"*Miss Fuller's Primer* is also an excellent help in teaching the printed form to beginners."

KATE BARRY, Mt. Airy, Penn.:—"Miss *Sweet's Language Lessons*, if any are good."

No. 43.—What books would you advise me to get, in order to be able to give easy object lessons on articles in every-day use, such as "ink," "sugar," "mustard," "salt," etc?

ROSA R. HARRIS, Frederick, Md.:—"Text books are not necessary for such lessons. Make a collection of such objects (easily attainable) and bring them into the school-room, where they can be handled and examined by the pupils. Let the lessons grow out of the questions and answers which will naturally arise. One such practical lesson is worth a dozen drawn from the printed page.

No. 44.—What small dictionary have you found best in respect to definitions?

THEODORE GRADY, Berkeley, Cal.:—"In these days of stupendous dictionaries, and with full apology to my propounder, I beg leave to state that *Webster's Unabridged* is small enough for my class.

"If a small dictionary is to be recommended for brevity of definition, then I would have nothing to do with it, for brevity pre-supposes a much higher order of intellectuality—a mind that can condense and generalize—than the average deaf-mute possesses. Like a foreigner, he needs all the ample explanations and all the excerpts from literature he can get, in order to form a correct conception. Small dictionaries are seldom accurate to a foreigner, much less to a deaf scholar.

"In my grade (the fourth, representing the fifth year) the use of the dictionary is taught thoroughly and intelligently, and the pupil's reading of *Webster's Unabridged* is constantly supervised by the teacher till he is discharged cured. As a result, I have to read the 'Riot Act' several times a day, so earnestly is this dictionary sought by the class. For financial reasons, I commend *Webster's Academy Edition* as a second choice.

"Therefore, in conclusion, I would state that either *Webster's* or *Worcester's Unabridged Edition* ought to be the best for deaf-mutes who *can read*."

**

No. 45.—In what grade should text books be admitted?

CHARLES W. ELY, Frederick, Md.:—"If, by text books, language books are meant, it is my judgment that they may be used to advantage the first year; but they should not take the place of written exercises in the line of action-work."

Study.

No. 46.—How can the pupils of the primary grades be encouraged to study their lessons at night?

H. LORRAINE TRACY, Baton Rouge, La.:—"Let the one on duty look at the lesson of the one who seems disinclined to study, and, in some pleasing way, ask him a question or two about the subject and, without others noticing it, induce him to study, by a wink or interested look. Next day, at recess, just before the class is dismissed, inquire of his teacher about him. If he has succeeded in getting his lesson, let him see you are pleased. If he has failed, show him you feel sorry."

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No. 47.—Do you think it a good plan to allow the class ten or fifteen minutes to study in the school-room, before conducting a recitation?

WILLIAM H. ZORN, Columbus, O.:—"Yes. They should

have a little time for looking over their lessons and for receiving such help from their teacher as they may need before the recitation."

Recitations.

No. 48.—Is the question and answer method of conducting a recitation better than that of having the pupil tell what he knows of the leading topics?

F. W. BOOTH, Philadelphia, Pa.:—"I do not know that either method is superior to the other; I should use both methods."

Methods.

No. 49.—Which method do you think, on the whole, gives the greater number of children a good education, the Sign, or the Oral method? To be answered in plain direct language.

PHILIP G. GILLET, Jacksonville, Ill.:—"I think that an *Eclectic System* which admits the use of any method, suiting the method to the case in hand (the deaf child) rather than suiting the child to the method, secures a good education to the greatest number of deaf children."

A. L. E. CROUTER, Mt. Airy, Pa.:—"The Oral."

No. 50.—In your view, which method is the best, taking the schools just as you find them? To be answered in plain direct language.

PHILIP G. GILLET, Jacksonville, Ill.:—"In my view, such an *Eclectic System* as is referred to above is the best, as it allows taking advantage of the speech which children may have retained from the ravages of disease and which is also a great aid in their endeavors to master language. It should be remembered that all known methods are continually shifting in many particulars, so that the common terms used to design-

nate them do not convey precisely the same ideas to different minds."

A. L. E. CROUTER, Mt. Airy, Pa.:—"The Oral."

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No. 51.—With 700 pupils leaving the institution under six years, which system would you recommend me to use? To be answered in plain, direct language.

A. L. E. CROUTER, Mt. Airy, Pa.:—"The Oral."

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No. 52.—*Lyon's Manual*. Does it pay to lumber up the mind of pupils when they have so much to learn? To be answered in plain direct language.

ENOCH HENRY CURRIER, New York, N. Y.:—"I consider the phrasing of the query unsatisfactory. 'Lumber up' is a most unfortunate expression when applied to anything having value. There can be no question as to the helpfulness of *Lyon's Manual* in bringing more forcibly to the mind of a deaf child the necessary position of vocal organs for the production of sounds that he cannot hear. In proof of this, I would call attention to the very general use of the manual alphabet by the deaf when studying from the written or printed page. If in this latter exercise there is necessity for an intermediary, surely there is *greater need* for a manual in the former. Try it and you will be convinced."

**

No. 53.—What *new methods* can you suggest in the teaching of language to higher classes?

JAMES DENISON, Washington, D. C.:—"There is nothing new under the sun," Solomon says.

"Language work of all kinds: question and answer, description, narrative, teaching of and practice in idiomatic expressions, cultivation of the reading habit (not neglecting the reading of poetry) practice in writing out what one has read (without any elaborate attempt whatever at memorizing) are some methods of teaching language to higher classes;

but they are not new, and I fear I could suggest none that teachers of the deaf would admit to be 'new.'"

Reading.

No. 54.—What is considered the best method for acquiring systematic reading, or can it be secured with the deaf?

"AMOS G. DRAPER, Washington, D. C.:—"This question can only apply to minds already highly developed. We cannot expect systematic reading of children, and hardly of pupils in intermediate standing.

"Assuming that the pupil is advanced, the first necessity for a successful course of systematic reading is also the first, last and greatest of all our educational efforts, namely:—That he has been given a command and appreciation of language. If this exists, the rest is easy; because the reading can be laid out with reference to his future occupation. If he has as yet made no choice of a career, the reading can be centered around that subject in which he takes the most lively interest."

No. 55.—Are any series of library books given when they begin outside reading? If so, name them; and are they used in connection with school work?

THOMAS F. FOX, New York, N. Y.:—"We recommend the following works for outside reading:

"*Routledge's Historical Course* in words of one syllable. These works, in twelve volumes, furnish instructive information on different countries in pleasant ways.

"2. The works of Oliver Optic, which are useful as a means of familiarizing the deaf with most common colloquial expressions used by hearing children.

"3. *The Arabian Nights, Alice in Wonderland, Mother Goose*; three of the best books for cultivating the imagination.

"4. Jenkins' *Talks and Stories*. This book is one of general excellence for deaf children."

JULIA M. YOUNG, Frederick, Md.:—"No special series of library books are given our pupils. Those best adapted to the pupils' needs are carefully selected.

"Library books are not used in connection with school work."

No. 56.—What is done in your class to encourage the reading habit?

BENJAMIN TALBOT, Columbus, O.:—"I have kept a certain oversight of the reading of my classes, by advising and assisting in the selection of books, without dictating at all in the matter. I find that some need to be held back rather than urged to read. A few have been inclined to neglect class work for an interesting book.

"Our school is fairly well supplied with suitable reading material. The institution library is used to some extent by the pupils, but most of the books belong to their literary societies. The Clionian Society, organized for debate and other literary exercises, has accumulated a library of three hundred and fifty volumes. The Crandon Club, among the boys, named after a favorite teacher, owns about one hundred and twenty-five books; and the Sarah Perry Club, for girls, has about seventy-five. These books have been bought mostly with funds raised by the pupils, through contributions and assessments among themselves, by solicitation from others, and by entertainments of their own devising."

Arithmetic.

No. 57.—Is the Grube method of teaching arithmetic the best?

G. M. MCCLURE, Danville, Ky.:—"The Grube method is an ideal one, and if I were teaching a bright class of children in possession of all their senses, I think I should use it, for, other things being equal, that system that approaches nearest to accepted psychological standards is our safest guide. But to retain the form when we cannot obtain the substance is folly. The conditions in a school for the deaf are so different

from those that were Grube's inspiration in constructing his method, that I have always feared to attempt to apply it. Besides the developed power of differentiation required in teaching the four rules together, the method requires the ability to use language-forms and apprehend nice shades of meaning that it takes years for the average deaf pupil to acquire. Change interferes with its perfect working, and in a four years' course there must be many changes. So much, too, depends upon the teacher; not every one can teach complex combinations well. The old-fashioned method of teaching the four rules and their combinations need not necessarily be old-fashioned in application; it has the merit of being safe, and, under existing conditions, I believe it to be better adapted to the needs of our pupils than the Grube method."

D. C. DUDLEY, Colorado Springs, Colo.:—"I did not know that we were to write out our answers to these questions. I think that we should use small numbers in teaching beginners; but I should not say that it is best to confine ourselves strictly to the Grube method. There are some parts of arithmetic that only demand mechanical skill or memory, and these, I think, should be taught while we wait for our pupils to reach the age where they can reason accurately."

No. 58.—How much time should be devoted to arithmetic during the first and second years?

TILLIE GARMAN, Colorado Springs, Colo.:—"Just how much time should be given to teaching arithmetic during the first and second years depends upon the age and capacity of the children."

F. W. BOOTH, Mt. Airy, Pa.:—"I agree with what Miss Garman says; but, taking the average class, about the latter part of the second year we have half-hour lessons. I think we can accomplish as much in the latter part of the second year in half-hour lessons as the first six months of the first

year in hour lessons. In the first year, in the middle and latter part of it, if there is any time to spare and I find I can spend it very profitably in teaching language."

No. 59.—In teaching number work to primary classes, should the four fundamental principles be taken up separately, or taken up as a whole?

F. D. CLARKE, Flint, Mich.:—"I shall speak for Miss Crawford again. We do not try to teach two things at the same time, but after beginning addition, the first thing in our school, we begin subtraction, but not together—first one, then the other. The first year in our school we do not try to teach multiplication or division, but about the middle of the second year we use multiplication, division, addition and subtraction, and from that time on."

No. 60.—What is the best method of teaching numbers to beginners? Should subtraction be taught in the second year if the class is bright?

SARAH TAMPLETON, Belleville, Ont.:—"Supt. Clarke, of Flint, Mich., in the April number of the *Annals*, has taken up this question and explained it in a clear, concise and exhaustive manner. On reading his article I thought this is the plan I certainly should adopt, were this my allotted work.

"I may also state that it was my good fortune once to have a second-year class, fresh from the hands of our lamented teacher and friend, Prof. Greene, which had been drilled in this way, and I have never handled a class, since or before, of either deaf or hearing children, whose clear conception of numbers and progress pleased me more.

"I can only say the class above referred to was the only one in this grade I have ever taught, and subtraction was thoroughly mastered by them in the second year. They were a very bright class, thoroughly drilled in the first year's work, and the average age about ten.

"I would not lay down a cast-iron rule, as the work of the second year depends on the ability of the pupils and the foundation that has been laid during the first year,"

No. 61.—I have learned that many first grade teachers do not teach numbers, except the little used in language work, preferring to wait until the second year. Is it the best plan?

J. L. SMITH, Faribault, Minn.:—"Arithmetic is a branch of education that requires a certain development of the child's reasoning powers. A first year pupil, whose language is limited to a few gestures and a few written or spoken words and sentences, is hardly in a mental condition to grasp any of the fundamental principles of arithmetic. Therefore, I believe that such work should not be undertaken before the second year. Numbers up to ten should be used during the first year in connection with language work, viz.:—"John has two balls," "I see five sheep," etc. Added to this there should be an abundance of exercises in mental counting and combining of objects. By adding to, or taking from, objects, and requiring the pupils to give the results promptly and accurately, an excellent foundation is laid for future work in arithmetic. Such an exercise is really the beginning of addition and subtraction; but it is no great tax upon the pupils' reasoning powers, because the objects are before their eyes all the time, and there is no abstract operation to embarrass them."

No. 62.—Should not the four rules of arithmetic be taught together from the first?

WESTON JENKINS, Trenton, N. J.:—"It seems to me that what we are to teach is not 'the four ground rules,' but rather the composition and the relations of numbers. If this is so, the pupil must, in studying a number, analyze it into its component parts and again combine these parts, some of which may be like and some unlike. In other words, he will, in a rational course of number-study, add, subtract, multiply and divide, almost from the outset."

F. W. BOOTH, Mt. Airy, Pa.:—"After the first few lessons, I teach the four rules of arithmetic together; but in the beginning, I confine the work to addition and subtraction until the pupils are somewhat familiar with these processes, then introducing multiplication and division,"

No. 63.—Should not the simpler fractions be taught before the pupil takes up numbers above one thousand?

F. W. BOOTH, Mt. Airy, Pa.:—"I should answer this question, yes. Simple fractions may be commenced early. I teach halves and quarters, as parts of daily experience, first. In the simple concrete problems in arithmetic that are given in the beginning, these fractions are almost sure to occur. The pupils see them and know them as fractions, and learn easily to use the proper symbols to express them."

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No. 64.—At what period should the regular work of arithmetic be begun?

J. L. SMITH, Faribault, Minn.:—"If by 'regular work of arithmetic' is meant the placing of a text book in the hands of the pupils, I should say not before the fourth or fifth year. If the question refers to teaching the four fundamental principles, the second year is about the right time to commence it."

F. W. BOOTH, Mt. Airy, Pa.:—"With our bright classes we begin arithmetic the latter part of the second year, giving half-hour lessons twice a week. With slower classes we delay arithmetic until the latter part of the third year. We can accomplish as much in twenty half-hour lessons in the second or third year as we could in a hundred hour lessons if given in the first year. Thus, in delay we effect a great economy. The time saved is, of course, used in teaching language, hence used profitably."

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No. 65.—Can you make a language lesson of arithmetic and at the same time secure a rapid mode of operating?

R. A. ATWOOD, Columbus, O.:—"I would answer by asking another question:—Can a deaf child learn?

"Well, to be direct, yes, in time. Suppose you meet a farmer's son and ask him if he can plow. The boy will answer either, 'Yes, I can,' or 'No, I cannot.' If he says, 'I

can,' you then ask him, 'How did you learn the art of plowing?' He will answer, 'My father taught me,' or he may say, 'I saw how my father did it and I did it too.' Of course it takes a good head to see the point in arithmetic. He may see at once, or he will not see it (succeed in it) until two or more efforts. Apply this rule to the teacher and his pupils and you have my answer. When you have finished your book language of arithmetic to a certain number of pages, give the class original language lessons in this branch. Keep up this practice through the term, alternately with the book, while they are reviewing their arithmetic lessons. The result will be the satisfaction of seeing your pupils gain a rapid mode of operating. Why? Because they understand, or, in other words, possess good heads. In all things to be accomplished by the teachers, patience works perfection, and by the pupil, practice makes perfection."

W. H. DEMOTTE, Indianapolis, Ind.:—"Not 'at the same time,' but ultimately.

"The purpose in teaching numbers and work with them is to arouse, develop and train the logical faculties. The steps are attention, perception, comparison, reasoning and decision. Of course, these steps can be gone over without the use of words, and the result can be expressed by the means of signs. The pupil may seize the facts and perform the operation more rapidly, indeed, and more satisfactorily to himself, in this way. But allow me to say, rapidity in the performance of a process is an incident of the end, not the end at which we aim. I have observed a certain securing and holding of the educational result, by the use of words—in the language of the question, 'making a language lesson' of it.

"You can force a pupil to commit to memory the fact $4 \times 5 = 20$, and he will be no better educated by it. But if you first lead him, by actual count of objects, to recognize a group of four objects, and then that five of these groups taken together are twenty, you are giving him not merely the fact, but what is of infinitely greater value, the mental exercise involved in discovering the fact, with the gratification and

skill following. The 'rapid mode of operation' in the question is a resultant of the clear perception attained from the drill. If not secured at once, just go over the drill again. A mechanical rapidity may be secured to a very limited extent by memorizing. 'Four times five are twenty,' *memorized*, will serve only in case of multiplication. Four groups, of five individuals each, *recognized*, will make the pupil to group and handle four, five, twenty, wherever they may occur.

"The effort to learn develops the mind. We have quit memorizing the alphabet and long columns of words. By *use* we expect the pupil to learn. Why should we continue the task of memorizing the tables in arithmetic? You want a pupil to respond at once, 'twenty,' when you ask ' 4×5 ,' but it would much better be because he recognizes the composition of twenty—4 groups of 5 each—than because he mechanically recollects the formula, $4 \times 5 = 20$.

"It is better for him to recognize a bushel, a peck, a quart, and know that the first is a measure composed of four of the second, each of which is a group of eight of the third, than to unreasoningly memorize 'the table' as given in the book.

"Let him reason, in computing the cost of items; the number of items constitutes the groups, while the price is the number of individuals in each group—4 oranges (groups) at 5 cents each (individuals) = 20 cents (individuals), or, having paid 20 cents for 4 oranges, he analyzes, separates (divides), the 20 into four groups, finding five individuals in each group, If I pay 6 cents for the use of one dollar for one year, this forms my group, and there must be 75 such groups in the amount I shall pay for the use of \$75 for a year. And if I retain it two years and six months, there must be $2\frac{1}{2}$ sets of these groups due.

"Pupils cannot go on in this way without thought and close attention. Such work *must* aid in education; and in it words, though, as I admitted, not absolutely necessary, are valuable helps—so valuable that the wise teacher will not discard them. In answer to the charge that it is 'slow,' I am contented to say, 'It is sure.' The exercise of perception, thought, comparison, reason, decision, cannot but be of good

results. 'Rapidity of operation' is an *ability* which comes the natural fruit of such a course. If it can be secured at less expense by memorizing, or telling, it is of no value.

"After the mental drill is secured, the language may be dropped—signs substituted and *rapidity* cultivated. As, after you have taught him to write a complete sentence in reply to a question and you are sure he knows it, you allow him to write abbreviated answers, so in arithmetic he may be permitted to use figures and signs, as:— $4 \times 5 = 20$, and $.06 \times 75 \times 2\frac{1}{2} = 11.25$.

"Of course, having seen the short method of slate work, the average pupil will complain of the longer and more difficult task of the head work and verbal expression. Simply grade him by the head work until he yields. The fact that a knowledge of numbers and skill in using them will be helpful in buying, selling, and handling money is an insignificant incident, and not to be mentioned as the real purpose of the work. The real purpose is educational. The pupil needs the exercises involved as really and as much though he never buys or sells a thing. The girl needs it just as much as the boy.

"I seriously caution the teacher against attempting to secure speed at the expense of thoroughness. One thing at a time, and each in its logical order."

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No. 66.—Is it not best to take up only language for the first three years in school before beginning arithmetic?

S. T. WALKER, Jacksonville, Ill.:—"I think it is best to spend the first three years in language, but there may be some supplementary work. I would not do much in arithmetic till the fourth year."

A. H. SCHORY, Columbus, O.:—"No, it is best to begin the work of simple concrete numbers about the middle of the first year."

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No. 67.—Would it not be best to begin teaching simple fractions in the sixth year?

S. T. WALKER, Jacksonville, Ill.:—"If I began to teach arithmetic in the fourth year, I would begin simple fractions about the fifth year. Simple fractions can come in very soon after the number work is commenced."

Geography.

No. 68.—Is it ever advisable to use the memorize-question-and-answer method in teaching geography?

No. 69.—Should not the first year in geography be devoted entirely to the formation of correct concepts in the pupil's mind corresponding to geographical terms, and only incidentally to the teaching of facts?

F. W. BOOTH, Mt. Airy, Pa.:—"It is never advisable to use the question-and-answer method in any study. It is pure machinery. You can do a good deal with machinery; but you cannot develop the human mind by machinery any more than you can grow trees by machinery. I should make facts primary and the basis of my teaching, facts that are familiar and interesting to my pupils. They must be facts of home and their immediate surroundings, such as they delight in talking about. Care should be taken not to hurry, not to get into the science of the subject before there has been accumulated a fund of facts and personal experiences out of which to construct and elaborate the science."

No. 70.—Do you believe in teaching children about *hemispheres* during their first year in geography?

FANNIE M. HENDERSON, Olathe, Kan.:—"I should not teach anything about hemispheres during the first year of geography. I teach geography as I would teach music, beginning with finger exercises and scales, and as the mind acquires knowledge and the fingers flexibility, work outward to Mozart, Chopin and Beethoven."

"In beginning geography I should teach the points of the compass, the dimensions, boundary lines, etc., of the school-

room, the institution grounds, the township, the county, the State and the United States. Have maps of the school-room, the township, etc., which can be spread upon the table, so that north may be *north*, and not simply the top of the map. An outline quickly sketched upon the floor I have found helpful, using little labelled blocks, or bits of cork, to represent the school-room furniture, the principal buildings in the town, or the principal towns and cities of the State, with cords for rivers and slips of paper for streets. The counties of the State may easily be learned by having them cut of paper, to be fitted together until the entire State is formed. Small maps of this kind make excellent 'busy work' and are much enjoyed by the pupils. A series of judiciously arranged stories will make clear the meaning of geographical terms as no amount of mere text book definition could ever do. Map drawing from memory, I consider indispensable from the very beginning.

"Not until a child has, by these, or perhaps better devices, been made thoroughly familiar with the country in which he lives, is he ready to look over into the 'what beyond.'"

No. 71.—Please explain how you teach *boundaries* to a child. How do you persuade a dull child that a State is not bounded by a city?

J. A. TILLINGHAST, Boulder, Mont.:—"I should answer that by showing the class the boundaries of the room and explaining the relative positions of the four walls, and by that illustration get them to understand the boundaries of a State; also use the boundaries of the school ground, and so get them to see the boundaries of any country, or county."

History.

No. 72.—To what extent is it well to teach history and geography together?

F. W. BOOTH, Mt. Airy, Pa.:—"I think history and geography should be taught together; indeed, I do not see how

one can be taught without the other. I should, when teaching geography, teach history incidentally with it, and I should, when teaching history, teach geography incidentally with it."

WESTON JENKINS, Trenton, N. J.:—"I think history ought to be studied with geography. I think it is impossible to study one of these branches intelligently without touching, at least, upon the other. It is impossible to understand the present condition of a country without some knowledge of the course of its development. And it is impossible to understand the processes of a country's growth without reference to its physical features.

"As to the time for taking up the study, I think that in connection with our language work, in the third year, we can begin to study some country and its people, comparing what we learn about this strange country with what we see at home."

No. 73.—Is it not best to teach history topically?

S. T. WALKER, Jacksonville, Ill.:—"I rather think it is."

WARREN ROBINSON, Delevan, Wis.:—"Yes, most emphatically, not only for the deaf, but for the hearing as well. I speak partly from experience, and while I am not yet fully satisfied with what I have done, I am convinced that it is the most intelligent and effective way, that it helps greatly in the understanding and acquisition of language, encourages independent work and, as a matter of course, leads to independent thinking, besides giving pupils a better chance to make comparisons between the past and present conditions of life, events and persons. Facts, far and near, are brought closer together, and the pupil is enabled to see them all clearly in their relations to one another, and thus receives impressions that are deep and lasting."

Biography.

No. 74.—Would not a course of biographical lectures be advantageous to every school?

S. T. WALKER, Jacksonville, Ill.:—"Yes, sir, I should think so, I think our pupils sometimes go through school without knowing anything about men whom they ought to know about."

LARS M. LARSON, Santa Fe, N. M.:—"I should say, yes. Lectures of biography are generally of great interest and benefit to our schools. They seem to interest pupils rather more than reading them for themselves, since we can fill them with life in our language when given out. Good and instructive lectures on the histories of the lives, characters, and labors of good, honored, courageous, patriotic, distinguished men and women, in varied professions and fields of labor in different countries, usually develop ambition in young people, give them vigor to better action and life, and give encouragement and inspiration to them to follow their worthy and virtuous examples. They are also for the purpose of conveying important lessons to them in regard to the formation of better character in the future, of stimulating them in the path of well-doing, and of educating them in the duties of morality and patriotism. They indicate to them that poverty is no barrier to success and education, but that laziness leads to it, and no great and wonderful things can be achieved without *will* and work."

Letter Writing and Composition Work.

Nc. 75.—Would like the opinion of some on letter writing. Should the teachers write letter for the pupils to copy, or should the pupils be allowed to write them and the teacher correct them, or should they be left as written by the pupil?

BENJ. TALBOT, Columbus, O.:—"The first letters by the pupils may be written from the teacher's signs, and corrected like any other language exercises. Later, the pupils should compose them, aided by the teacher, who may properly give the form needed to express the idea of the pupil. No other help should be given, beyond pointing out the mistakes to be corrected by the pupil, if possible.

"Letter writing, as a school exercise, may and should be corrected in any grade; but in the letters sent home the older scholars should be left entirely to themselves, even at the risk of bringing discredit on the teacher and the school."

W. K. ARGO, Colorado Springs, Colo.:—"To this I should answer, yes. In the pupils, first efforts at letter writing, the teacher should certainly go over the work with him, showing him what to write, how to arrange what he has to say, and how to say it. Later, after the pupil has an idea of what a letter is, he can be allowed to write himself, the teacher carefully correcting the result, both as to form, subject-matter and construction. This should be kept up until the end of the course, it being understood at the very beginning that certain of the pupils' letters pass through the hands of the teacher. There is no danger that parents will not understand the situation, since scores of letters are written by the average pupil, during his later school life, that are seen by no one but himself and those for whom they are intended. Letter writing is an art, and some of the best letters I have read were written by deaf persons."

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No. 76.—How can composition work best be accomplished?

SARAH H. PORTER, Washington, D. C.:—"By stimulating a pupil's enthusiasm for knowledge until he shall feel expression in words to be a necessity of his being."

Ways and Means.

No. 77.—What shall we do with the very bright pupils who finish their work so quickly that they are obliged to wait a long time for a slower one? I do not mean the ordinary cases, but those unusually bright, whose minds seem to develop so rapidly in a few months and who are capable of doing the work in a few minutes which it takes the slower ones half an hour to accomplish.

KATHARINE BARRY, Mt. Airy, Pa.:—"Put them in another class as soon as possible."

E. P. CLEARY, Jacksonville, Ill.:—"The trouble seems to be, that in our reaction from the 'no-system' plan we have gone over to the other side, to the 'all-system' plan. In trying to repair the waste of the former unorganized activity, we have developed so much organization in some ways that one would think we had lost sight of the original idea we founded our educational theory on. I believe the criticism frequently made of some of the institutions, that they are arbitrary in their organization and tyrannous in their administration, is to a certain extent true. They place the system first and education second. They maintain the system at the expense of the material for whose welfare and general advantage it was created. There is a great difference among pupils in the capacity to learn. This renders a degree of elasticity necessary, both in the matter of gradation and classification. Bright, nervous children will make far more rapid progress than stolid, dull ones. I would provide for this difference in rates of progress by frequent reclassification. If you keep back bright pupils for dull ones, they will acquire loose, careless habits of study, and if pupils of slower temperament are strained to keep pace with quick and bright ones, they become discouraged and demoralized. Combining these two differences with a view to restore the equilibrium—the continually developing difference of rate of progress in studies between pupils of the same class, with the continually developing difference of size of classes (in upper grades they decrease and in the lower grades they increase)—it is evident that you must make provision for promotion of the pupils who make rapid progress. This promotion will at the same time restore the proper quota of pupils to the teachers of the upper classes. A promotion made once in a term of twelve weeks (some schools have two terms of twenty weeks each, others three terms of twelve weeks each), will generally suffice to keep the school in a state of equilibrium. I would not make the promotion by classes. Unite the few best ones in the class with the class above. They will take it as a reward for their excellence. After such promotion, each class you will find composed of its fair, average and poor scholars, together with a few of the

best from the class immediately below who take the place of the few that have been promoted. For a while, at least, the average and fair scholars will have the stimulus of being the best in the class. The poor ones will rank as 'middling,' and the new pupils will begin as the poorest and slowly work their way up to the top of the class.

"Generally, the better paid and most experienced teachers have charge of the upper classes. These classes are the ones that most suffer depletion. Unless you have some regular mode of transferring new pupils to the care of those teachers, they will not be doing enough to earn their salt, and the poorer class of teachers will be over-burdened. Your policy should be to bring as many pupils as possible under the best paid and ablest teachers. For this purpose it is better to frequently transfer pupils, than to transfer them in bulk, once a year. The advantages of frequent classification are:—

"1st. Economy.—The classes of the better paid and ablest teachers are filled up and room made in the lower classes for new pupils.

"2nd. Rapid progress.—The bright pupils are allowed to move forward as fast as their abilities permit, and the slower ones are not allowed to hold back the bright ones, nor are they forced to overwork and cram in order to keep up."

No. 78.—What is the best method of quickening the perception of the eye?

G. O. FAY, Hartford, Conn.:—"Rapid execution in school work, quickness being incidental. A direct drill may be had by the momentary presentation of objects for recognition."

THEODORE GRADY, Berkely, Cal.:—"Taking into consideration the fact that the average deaf mute is naturally a keen observer of his invrionment, I simply extend his observational powers to the structural elements of the English language, just as though he were a hearing child in the art of learning a foreign language. In each case, we deal with a person whose intellectuality is somewhat advanced as far as ideas

are concerned. Reading, taught thoroughly as AN ART, is the best agency by which to encourage his perceptive faculties. But reading pre-supposes the ability to *compare* ideas with some others, more or less familiar to us, and, inasmuch as words are nothing but representatives of ideas, we naturally compare words with some other words that may suggest the kindred ideas, and which words are not exactly synonymous. In my work (the fifth year) I find what I may call the group system the most efficacious; for instance, I am requested to explain the meaning of the word 'lend.' Immediately on my blackboard are produced the following words:—'lend,' 'borrow,' 'owe,' 'pay,' 'debt.'

"All these are familiar to the class, but not one is found able to draw the distinction between one and the other in each instance. To the average scholar, they are practically synonymous. The class is then drilled in the use of each word, but greater stress is laid on their reading faculty than their style.

"From words to sentences is an easy step. Sentences that resemble, more or less, each other in structure are constantly thrown on the blackboard. But idioms are practically boycotted. Classic English is good enough. Thus, for instance, I would reproduce:—

1. 'Boys, put your ball away.'
2. 'Boys put their ball away. (Present tense.)'
3. 'Boys put their ball away. (Preterit tense.)'

Then, by a method of mental vivisection, the pupil is questioned very closely—always at the blackboard—as to the function of each sentence, rejecting the use of signs or finger alphabet on such an occasion.

"The group system, wherein observation implies comparison always, and a constant and intelligent drill in the same—this is considered the best method of quickening the perception of the eye."

Independent Thought on Part of Pupils.

No. 79.—How can we make pupils think?

THOS. L. BROWN, Flint, Mich.:—"The development of this faculty is essentially the first step to education, and is a subject that demands more than a passing consideration; but an observation of the following few rules may help secure the desired result, that is: making our pupils think like the majority of hearing people:—

"Do not crowd the pupils with studies which, if pursued, will eventually impair or crowd out independent thoughts. Give them text books not above their understanding.

"Draw out the pupils by means of questions, and especially let them ask their teachers questions and express their thoughts without restraint to them, as hearing children do their parents or those who are willing to listen to them.

"Moralize with them whenever opportunity presents itself. This tends to set them thinking. Argue with them occasionally, for the sake of improving their reasoning power.

"Quick thinking should, by all means, be encouraged.

"Thinking ahead also calls for our attention. Finger spelling or articulation will make one think more or less words ahead, as we think more than one move ahead on the chess-board.

"Concentration of thought is brought into more play in mathematics than any other occupation in school.

"Do not allow the mental powers to become overtaxed by giving more attention to memory than to the faculty of observation."

* *

No. 80.—What is meant by teaching a deaf pupil, in the lower classes, *to think*? What is meant by teaching one in the advanced class *to think*?

CHAS. W. ELY, Frederick, Md.:—"Teaching young pupils to think means, leading them to give their attention to the subject in hand and to observe things and their relations. With older and advanced pupils, teaching to think means, in addition calling into exercise the memory and reasoning powers, recalling, comparing and selecting from the stores of the mind what is applicable to the subject of study."

JOHN P. WAKLER, Mt. Airy, Pa.:—"Perhaps nothing has done more to rob our pupils of all independence of thought than our habit of doing all their thinking for them. There must be an abandonment of the old time methods of giving lessons consisting wholly of thoughts and words of others, of the old stereotyped forms it has been our wont to embody in the so-called 'sentences upon words,' in which we gave both idea and language, and of the 'questions and answers,' in which we asked for information they knew we already possessed and told them how to give us it, and a resort to means that shall leave them to their own resources for both concept and expression. *Subjects* may be proposed upon which they shall give, in their own words, every idea they have formed; *discussions* set that shall incite them to every possible argument; *questions* propounded that can be answered only after thought and an exercise of the reasoning faculties, memorizing limited and much *origination* insisted upon; careful *observation* of current opinion and style required; *concentration of attention* ever demanded, and an unremitting *study* of the works of the best authors made a portion of their curriculum. Thus are thinkers and writers made among the hearing, and in no other way can we hope to attain the end among the children entrusted to our care."

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No. 81.—Do you think it advisable to encourage the use of the imagination in story writing?

AMOS G. DRAPER, Washington, D. C.:—"Ninety-nine hundredths of successful story-telling is a work of the imagination. Therefore, taking this question just as it stands, there can be but one answer to it.

"If the question be made more general, it must still be answered decidedly in the affirmative. Every instructor knows how much of the 'hide-bound' feature exists in the language of our pupils. For the most part, they follow the strict line and letter of fact, and their thoughts do not range around the subject, seeing its effects and relations. Every one knows,

also, what a joy it is, in reviewing such papers, to come upon any evidence that the imagination has been at play.

"A few days ago, I was reading a set of papers from the excellent school where this Convention sits. The pupil, speaking of the long-continued efforts of Columbus to obtain aid, suddenly broke forth thus:—'But at last he found the friend he needed,—and this was a woman! Why indeed should not America be the land of equal suffrage when she owes her very discovery to a woman?' To find these sentences in a mass of papers, most of which were mere text book English, was like finding an oasis; and I rose up refreshed, to attack the haystack of papers in front of me.

"Knowing nothing of that pupil, except this one incident, we are safe in believing that all of us will know more of him or her in the future. And this is because he or she possesses a spark of imagination, either native, or kindled by some skilled and discerning teacher."

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No. 82.—How may we develop the reasoning power of deaf children? If they do not *know*, they are apt to answer at random. While the result is often extremely ludicrous, it is none the less discouraging.

R. B. LLOYD, Trenton, N. J.:—"By object teaching. Pupils must be trained to see the relation of parts of the whole. (See illustrations in my book on exhibition in Normal Department.) We must not call for reasons too soon. Their reasoning powers must be cultivated. Show a picture of a bird, or a live bird. What are the feathers for? the feet? the wings? Try to stand a lead pencil on end. Why is it so hard to do it? etc.

"If your pupils are old enough to know better and don't, it is not your fault, but the fault of the teacher who had them before you."

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No. 83.—Could any harm result from telling pupils improbable or slightly exaggerated stories in order to increase their interest or imagination?

G. O. FAY, Hartford, Conn.:—"Yes, if frequently indulged

in. Like other intoxicants, they should be administered upon judicious prescription only. Their use is excessive in current juvenile literature."

JOHN P. WALKER, Mt. Airy, Pa.:—"The ideal deaf child is one that is, in every way, the peer of the brightest hearing one, and a hearing child without any imaginative faculty would be a dolt indeed. Not only do I think that no harm could come from telling pupils improbable or slightly exaggerated stories, but I am of the opinion that their imagination should be given the widest play. Let it not suffice to draw upon *our* imaginations in our narrations to them, and have their literature full of flights of fancy, but have them, in turn, exercise their ingenuity and tell us of every conception of *their* brains, however weird or fanciful; of their visit to Queen Victoria, of the day they spent prowling about the bottom of the sea, of their experiences in a flying-machine, and of their sensations upon being buried alive. Let them write us letters from Constantinople, and describe to us the ship-wreck in which they became the hero of the occasion and saved many lives. Let us not mistake the dawning for falsehood. It is the unfolding of a new faculty, which will bring into their lives a joy akin to that which would come from the unstopping of their ears, and no effort should be spared to enable them to 'drink deep' and enjoy to the full every pleasure of the imagination."

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No. 84.—How can we best teach deaf children to reason and think for themselves? How can we get them to read?

P. DENYS, Belleville, Ont.:—"As the hand can be made dexterous by constant practice, so can the mind. Therefore, question your pupils frequently, aiding their judgment where wrong and always demanding a right answer. An incorrect written statement by the pupil does not necessarily show lack of thought. It may simply be misapprehension of words. Bear in mind the difficulty of one deprived of hearing to master language, and live now to review and review.

"How can we get them to read? That is the question. I have told my pupils that mind is the standard of the man, knowledge its chief ornament, and that without reading there can be no improvement; that neglect in this regard meant permanent injury; that any new word they met I would cheerfully explain. I try to entice—not to coerce. An easy book, an interesting story, a nice picture, will all facilitate the task of making a child read. If, after exhausting every means, there is no progress, I commend the unconquered to Omnipotence."

Careless Habits of Thought.

No. 85.—How are pupils to be prevented from answering questions before they have read them? In questions requiring two answers, as, "When and where did Washington die?" the pupils often answer one only and do not notice the other. This occurs even in examination, when the pupils copy the question correctly before answering.

JOHN E. RAY, Danville, Ky.:—"This is no easy task. But one way is to require the pupils to repeat the question *in full*, before attempting to answer it, and then further require them to state *beforehand* what they are expected to do, and what they propose to do. If they do not get it at first, make them go over and over it again, till they 'catch on.' I need not remind the teacher that all our work is 'line upon line, and precept upon precept,'—'here a little and there a *very little*.'"

No. 86.—Can you suggest any special method for impressing upon the pupils the importance of being *exact* in their recitations?

WM. H. ZORN, Columbus, Ohio.:—"There is no special method that I know of. The teacher should be on the alert to correct all careless habits of thought on the part of his pupils. He should see that they understand every word and statement that they may study, and should insist upon accuracy. The teacher, in assigning a lesson, should find out what words may

No. 87.—Is poor spelling and the incorrect use of language hereditary?

F. B. YATES, Little Rock, Ark.:—"I do not know what I have done that I should be asked to answer such a question as that; and I somehow do not feel that it should be answered. However, applying the question to printers, I would answer, yes. Applying it to editors and other writers for 'the press,' I answer, no. They of course, are never guilty of such a weakness. So far as I have been able to observe, poor spelling and the incorrect use of language, in newspaper work, is always entirely the fault of the printer."

A. B. GREENER, Columbus, O.:—"My answer to the question is an emphatic 'No.' The question, however, as given, is not specific in that it does not state whether the deaf or the hearing, or both, are referred to; but whichever class, whether singular or collectively, is meant, my answer is as stated above.

"Great scholars are just as liable to make errors in spelling as people possessed of only a fair education. This does not arise from a hereditary tendency, but from the method of our pronunciation, or the sound of the word as people hear it. In many instances, people write out a word just as it sounds to them, and hence the errors in spelling it. Take, for instance, the words, 'write,' 'right,' 'wright,' 'rite,' all pronounced similarly, yet each having a different meaning and spelled differently. Only by careful study of words can the defects in mis-spelling be overcome.

"With the deaf, however, it is different, as sound is as a cipher (0) to them, it not entering into the question. The eye and memory are their sole aids. It is an indisputable point that the deaf are better spellers than the hearing. This can be attributed to the fact that they learn each word as printed or written, and through memory retain its correct use when called upon to employ it.

"Another remarkable fact is that children of deaf parents are good spellers. The reason for this is their frequent communication with their parents by the manual method. It is noticeable that the semi-deaf and semi-mutes have the same

failing in regard to incorrect spelling as the hearing. This likely is due to their knowledge of word-sounds and pronunciation.

"Any one who has read the letters written by parents of the deaf to their children is aware of the bad spelling and ungrammatical expressions found in some. Compare the spelling of their children in their letters, as well as the grammatical construction of their sentences, simple though some may be, and it becomes clearly evident that poor spelling and incorrect use of language is not transmitted from parents to children. The poor English of some of the deaf has other causes, the chief of which is that it is a *foreigner* to them. There are many living examples where the deaf who have received a full course of instruction in our State institutions, supplemented by a higher education in the Gallaudet College, have better language and more extended knowledge than their parents."

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No. 88.—How can independent thought be imbibed by the deaf child? (They seem so dependent upon their teacher and with only a few exceptions do they ever think it within their intellectual ability to reason out the effect from a cause.)

BENJ. TALBOT, Ohio:—"The wording of the question is faulty. I hold that thought cannot be imbibed by a child. It is an independent act and must be originated by himself. 'One man can lead a horse to water, twenty cannot make him drink.'

"The child should be urged and encouraged to think for himself, and ideas may be suggested to him, but the reproduction of ideas is an act of memory or recollection rather than of thought."

Discipline.

No. 89.—Should children be restrained from all communication whatever while in the school-room?

J. SCHUYLER LONG, Delevan, Wis.:—"No; but keep it within certain bounds."

Moral and Religious Instruction.

No. 90.—What are the main characteristics of a deaf child's faith?

E. P. CLEARY, Jacksonville, Ill.:—"I have never noticed any peculiarity about the faith of deaf children that have come under my care. The faith of a rightly educated deaf child has all the characteristics of true faith. It is entire, firm, steadfast and living. Among the deaf you will find as good Christians as anywhere. They are proud of the appellation of Christian, and they also know that it has annexed to it an obligation. They are aware that it is not an idle name, but one full of solemn significance. They know a Christian is a follower or disciple of Christ—one who walks in the footsteps of Christ by observing His precepts; one who reproduces in his own life the character and virtue of Christ. In a word, they know a Christian is another Christ.

"That a good many deaf-mutes are not Christians is no fault of theirs. The institutions are to be blamed. The moral and civic instruction of most of the institutions seems to me to be poor stuff. I never saw any signs of its having touched the soul or mind of anybody receiving it. I have always thought that moral teaching for young people, except when it is indirectly conveyed in stories, is in general dull; and when it is conveyed in stories, the story may interest, but the moral is apt to be lost sight of. As to the civic teaching I fear you will not think highly of it after I have given you a specimen of it. The teacher asked the children, 'Who gives you all the benefits you are enjoying, these fine school buildings, with all their appliances, your instructors, etc.?' I was attentive, for I said to myself, 'Surely the children must be going to answer what children from time immemorial have been taught to answer to the like question, "God gives us all these."' But came this answer, 'The State of — gives us all these things.' And what was more surprising, the smart fellow who played the role of teacher passed on to the next question without correcting this false answer.

"I think these deaf-mutes would be entirely different if the schools they attended had not been so mischievously one-sided

in their neglect of the religious element in man's nature. A purely secularized education is really worse than no education at all. An uneducated deaf-mute is a dangerous being, but an educated one, without religious training, is infinitely more dangerous. We must expect to find deaf-mutes alienated from all forms of religious effort, so long as there are institutions that ignore religion or teach it in a slipshod fashion. And these institutions we cannot condemn too severely, because all that the great majority of the deaf can ever get of religion has to be got from their teachers; for the average deaf-mute, being of but indifferent mental capacity, cannot readily communicate with his friends or relatives, nor they with him, unless they are acquainted with the sign language to a goodly extent, which is, usually, not the case. So, if they do not get any religious training from their teachers, the chances are they will never from any one else. I would also ask you to remember that the great majority of these deaf-mutes come from poor people, and these people, as a rule, have very large families. So it is impossible for them to find the time necessary to give religious instruction. The hard-working father has often to labor late into the night, and the over-worked mother of a large family is not equal to the task. And besides, the duty, to be properly performed, requires virtue, intelligence and leisure. In the parents, one or all of these conditions are lacking."

No. 91.—How many years are required before deaf children, taught orally alone, are capable of receiving religious instruction or other information from the rostrum, or in other words, *collectively*, one teacher serving for fifty or more pupils?

A. L. E. CROUTER, Mt. Airy, Pa.:—"At the end of the third year pupils orally instructed may be profitably taught in classes of this size and in the manner suggested in the question. Before this time, however, much may and *should* be done in smaller classes."

No. 92.—What are the best methods of making Sunday an interesting and profitable day?

be new to the class and explain them carefully, and during the recitation take nothing for granted."

F. W. BOOTH, Mt. Airy, Pa.:—"I can hardly presume to say what is best method for making Sunday a profitable day, as there are a number of good ways of doing this.

"In our school, on Sunday morning, we have Sunday-school, each teacher taking her own class in her own school-room; at eleven o'clock we have chapel, and one of the teachers gives a lecture or sermon; Sunday afternoon, we have an hour of 'quiet' in the sitting-room, where the lessons are prepared, or the pupils read their books and papers; then, at half past four, we have chapel, where a short talk is given by the principal. Sunday evening we have a prayer-meeting for the pupils, the girls' meeting being led by one of the lady teachers and the boys' meeting by one of the gentleman teachers. The prayer-meetings are entirely voluntary; nearly all the girls come and about half the boys."

Grading and Examinations.

No. 93.—When a number of pupils in a class are slow in arithmetic, what plan, if any, can be followed to keep the class together and yet allow the bright ones to make reasonable progress considering their capabilities?

J. L. SMITH, Faribault, Minn.:—"The simplest solution of this difficulty is to grade the pupils evenly. In a large school, with small classes, this may be done. But where it is impossible, I would have the teacher prepare just enough work to keep the average of the class busy during the time allotted to the recitation.

"For the brighter ones who finish their work quickly, there should be half a dozen miscellaneous text books on arithmetic, containing the answers to problems. The forward pupils can work on these without taking the time of the teacher from the slower pupils, who need it most.

"I should like to add that I have found it far easier to grade pupils under the rotary system. They can be placed in their proper grade in arithmetic without reference to other studies."

No. 94.—At what age should the average deaf child be admitted to school?

A. L. E. CROUTER, Mt. Airy, Pa.:—"At six years."

No. 95.—In an examination upon a whole year's work in any study do five questions afford sufficient test of the pupils' knowledge?

E. A. FAY and E. M. GALLAUDET, Washington, D. C.:—"Five questions, unless they are made very broad and comprehensive, do not, in and by themselves, afford sufficient test of the pupils' knowledge of a whole year's work of study; but, as a supplementary test to that of daily recitations through the year, they may be sufficient. A better test, however, would be to have more frequent examinations and a greater number of questions at each examination."

No. 96.—What value do you attach to examinations? How frequent should they be? Who should conduct them, the class-teacher or some one not familiar with the class?

J. L. SMITH, Faribault, Minn.:—"During two years past we have had no formal examinations in the Minnesota School, and the unanimous opinion of the teachers is that the school work has not suffered in the least. When a school has a principal who can visit the class-rooms daily and inspect the work of the pupils, these observations, coupled with the judgment of the teacher, will form a more accurate basis for classification and promotion than any formal examination could be. The pupils, knowing that their promotion will depend upon their work throughout the year, will be more steady in their application."

"Just before the close of the school year, the pupils of the highest class in the Minnesota School were requested to give, in writing, their views on the subject. Out of sixteen members of the class, fifteen were strongly in favor of having no formal examinations. The general sentiment was best expressed in the following statement of one pupil, which is quoted in his own words:

" 'We ought to be judged from our daily work. If written examinations were introduced, we would study only to be ready for them. If the motive for studying was to be ready for examinations, we would not have much use of it, but if it was for learning, it would be more valuable.' "

F. W. BOOTH, Mt. Airy, Pa.:—"I attach considerable value to examinations. Properly given, they are one of the best of school exercises. Examinations are in the nature of things; we are being subjected to them all through life. They are a discipline requiring from the pupil at times his supremest and best efforts; by them he tests himself and comes better to know himself. In our school, we give formal examinations twice a year, conducted by the Principal. Informal examinations are given at more frequent intervals by the teachers. An examination should be a review of class-work, but it should not be confined to what has been given in the text book. A proper examination is a test of the pupil's ability to think, of his ability to use the knowledge acquired; not of his ability to remember what his teacher has drilled into him, hence it avoids old and familiar questions and answers, and gives something new and fresh and interesting, stimulating the pupil to the highest and best effort of which he is capable in the domain of thought and reason. No encouragement should be given by the Principal to teachers to drill and cram their pupils for examination. The character of the examination given can easily be such as to make this useless."

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No. 97.—In examining a class, should the Principal ask whatever he deems proper, or should he confine his questions to what the class have been studying?

WARREN ROBINSON, Delavan, Wis.:—"He should confine himself to what the class has been studying, because an examination implies more or less preparation in special lines of work, and it would be manifestly unjust to expect pupils to answer questions altogether out of their line, and that when their whole being is concentrated on what they have been

instill into the minds and hearts of these children lessons of economy, thrift and self-denial, the beautiful lives of *their* children may be our reward."

Articulation.

No. 102.—How much time should be given to a special drill in articulation each day in an oral class?

FLORENCE C. McDOWELL, Mt. Airy, Pa.:—"The time given daily to a drill in articulation should vary according to the grade of the class. In a beginning class, there would be several periods during the five hours of school devoted to mechanical articulation; in the intermediate classes an hour, and in the upper grades a half hour would be sufficient."

* *

No. 103.—Please give some oral exercises that are good to arouse and interest a class.

FLORENCE C. McDOWELL, Mt. Airy, Pa.:—"Any enthusiastic, skillful teacher can make articulation drills interesting. The exercises should be varied as often as possible. There are the elements of speech to be acquired, then simple combinations, then words, and finally sentences. A very good drill is to have pupils read from a book something that is not familiar to the teacher and see how readily she will understand it. The pupils will take great pride in speaking so carefully that the teacher will understand without repetition. This is a most severe test and should only be used after pupils have acquired all the elements and combinations of our language."

* *

No. 104.—How can we teach pupils of the articulation classes to think in spoken language?

ANNA M. BLACK, Albany, N. Y.:—"I can only say, whereas there is supposed to be little thought and no reasoning where there is no language, and as each child is naturally expected

to think in his mother tongue—if he have ears to hear it—be it English, Greek or Hindoostan, it seems natural to conclude that he would think in signs if educated by signs. If by the manual alphabet, that would be the medium of thought. If by writing, written words would appeal to the mind's eye as to the physical eye, and if by speech taught by the speech-reading process, there is no better way to teach pupils to think in words, as spoken, than to teach them to read speech and speak in school and out of school, in all the walks and occupations of life, at work or play; in short, by everlasting keep-at-it-iveness. How can they talk to much purpose, unless they *think talk*?"

Manual Alphabet and Speech for Audiences.

No. 105.—In the presentation of matter to a large number by the manual alphabet or by the voice and lip motion, I should like to know if there has ever been a test made to discover what proportion of an audience can be reached at once by these means? If not, what is your opinion on the subject?

PHILIP G. GILLET, Jacksonville, Ill.:—"I have never known of any test of the kind. I think, however, that a larger number of persons can be simultaneously communicated with by means of the manual alphabet than by lip motions; and also that a larger number of persons can be addressed through the sign language than by either of the above."

Manual Training.

No. 106.—Should our schools establish postgraduate periods or courses for further instruction in manual training?

A. L. E. CROUTER, Mt. Airy, Pa.:—"We have established such courses of training in this school with very gratifying results; The course covers a period of two years."

Psychical.

No. 107.—Do the deaf attach less importance to truth speaking than most other children?

J. A. GILLESPIE, Omaha, Neb.:—"I did not expect this when I came in or I should have stayed out. This is a peculiar question for a person to answer, for the Book says, 'all men are liars.' Of course, the deaf are men, but that they as a class attach less importance to truth speaking than any other class, I do not believe. In my experience with the deaf I have not observed that they are more untruthful than others. I think the proneness to falsehood would apply to the individual rather than to the class to which he belongs. Truth is truth and I cannot see why we should say that any class of persons, because they are unfortunate, should attach less importance to truth speaking than others. Lack of regard for truth speaking is not confined to any class, but to the individuals of all classes. I see no reason why we should expect more from the deaf in this direction than from others. The trouble with man, in general, is that he has too little regard for truth speaking. This has been the condition from the beginning and will be to the end."

Concerning Oral Methods.

No. 108.—Under the pure oral method, how many years are necessary to advance an average pupil (not semi-mute) to the grade represented by elementary algebra, elementary physics, physical geography, English history, etc?

A. L. E. CROUTER, Mt. Airy, Pa.:—"Seven, possibly eight years."

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No. 109.—What would be the ideal number of pupils to a class for the purpose of pure oral instruction?

A. L. E. CROUTER, Mt. Airy, Pa.:—"Eight or ten, according to the grading."

No. 110.—Can the percentage of congenitally deaf children who can be taught to speak be given at this time?

PHILIP G. GILLET, Jacksonville, Ill.:—"The number of congenitally deaf children who can be taught intelligible, pleasurable speech is not known. All teachable pupils can acquire some degree of speech which, while a most precious boon to parents, may be imperfect and unsatisfactory to a stranger. An important percentage can acquire enough speech to serve them well in emergencies and be a great aid in mingling with the world in every-day life. All should be afforded an opportunity of doing the best they can."

No. 111.—Would it not be better to let remain in the manual department those children who at best can only learn to mumble words? (But how can one know this?)

PHILIP G. GILLET, Jacksonville, Ill.:—"It certainly would. We cannot know, however, who these are until they have been given an opportunity of trial, which should be earnest and thorough."

F. W. BOOTH, Mt. Airy, Pa.:—"As soon as it may be determined that a child cannot learn to speak intelligently, he should be transferred to a manual class. It may take a year to determine this, or two years, it depending on the age of the child. A child who is clumsy or awkward in the movements of his limbs, will no doubt show the same characteristics in the movements of his vocal organs. This may be the reason that some deaf children fail to give forth intelligible speech. In such cases a continuation of training will almost inevitably prove a waste of time."

Opinions.

No. 112.—If any, what percentage of deaf teachers should be employed in a school for the deaf?

PHILIP G. GILLET, Jacksonville, Ill.:—"Deaf teachers should be employed who can do efficiently all the teacher's

work upon whatever system or method the institution is conducted. The percentage will vary at different times. They are needed in every school as an example to the pupils as to what they may hope for if they do well, and as an incentive to them to strive earnestly for success in their efforts to gain an education. They should comprise both males and females."

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113.—Why should the highest grade teachers get more salary than teachers of equal experience and ability of lower grades?

E. B. NELSON, Rome, N. Y.:—"It may happen that the amount of money apportioned to the highest grade is larger than to the lower grades, and the teachers profit thereby. Other things being equal, the teacher of the higher grade gets the higher pay, because he usually has the experience, and, because of it, is assigned to teach the higher class; and not because he happens to teach in that grade is his pay high. If his assignment is to a lower grade, his salary should rank the highest all the same.

"I believe that a teacher who has reached a rounded experience should be able to teach any class in a school, and his pay not be affected on account of the shifting about. But as the other things are seldom equal, the highest paid teachers will probably continue to be found in the higher grades. We cannot, of course, waste a first-rate teacher on a class of dullards that needs a certain stimulus in the shape of special effort another and much cheaper teacher can impart as well as he. It is conceded, certainly, that were it possible, necessary or desirable to maintain a teaching force, whose individuals all had the same experience, there would be no difference in the salary, from the kindergarten department to the academic. But taking things as they come, an ounce of practice is worth a pound of theory, as every Principal on this floor knows."

Curriculum.

No. 114.—What is the number of years necessary to educate the average mute?

CHAS. W. ELY, Frederick, Md.:—"It is presumed that this question looks to the number of years which may be profitably spent in school, without reference to the limitations established by the legislature or the family purse. Without going into a discussion of methods or other details, I would express the opinion that a period of from ten to twelve years should be allowed. No definite limit can be set. If the laws governing the various schools could be so procured as to leave the limit discretionary with the boards of directors or the principal, it would be a wise course."

Dispensing With Signs.

No. 115.—Should the sign language be abolished as far as possible in the class-room and play ground and merely used in chapel exercises or lectures?

ENOCH HENRY CURRIER, New York, N. Y.:—"The object of our school work is to give as far as practicable a ready and accurate use of the English language. If we are agreed upon this premise, it would appear that all the practice in the use of English possible should be afforded the pupils; hence signs should be used *only* when all other means to accomplish the end sought fail, and our experience is that they are not often required."

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No. 116.—In a manual school, would not it be better to allow the teachers to use signs to a limited extent in the school-room and particularly in the chapel, but require pupils to spell on all occasions except at play, in preference to a rule that requires teachers to spell on all occasions but tolerates signs more or less among the pupils themselves?

F. W. BOOTH, Mt. Airy, Pa.:—"I am compelled to take just the opposite position to the last speaker. I believe in the use of the English language in our schools exclusively by

both teachers and pupils. There is no need of any other language. The teacher, especially, should be persistent in his use of English, and consistent as well. He is the fountain of language, and the fountain should give forth but the one language, pure and undefiled. There is a great deal in consistency; if the teacher can sign and resorts to signs occasionally, why may not and should not the pupil resort to signs often, or whenever he wishes. It is the spirit that pervades the school that makes the school; if teachers and officers and servants all use English, and expect English from the pupils, there is a spirit that comes to pervade the school that is itself a great power. The direction of all practice and effort is toward English, and every day and hour the goal is brought nearer. Teachers, we cannot waste a moment, nor a single opportunity, for using and teaching English by resorting to signs. The more need there is for a sign, the greater the harm in its use, for in such need is the golden opportunity for using and teaching English. It is the need of the child and his own desire that make the best of conditions for study, and if permitted to do so, he studies and understands. To give a sign destroys these study conditions at a blow, and makes effort on the part of the child unnecessary."

Preparing for Teaching.

No. 117.—What should teachers do to replenish their intellectual and spiritual resources on which there is constant drain?

E. A. FAY, Washington, D. C.:—"To replenish their intellectual and spiritual resources, teachers should be always learners. Whatever branches they teach, they should demand of themselves far more thorough mastery of them than they expect from their pupils. No matter how familiar they may be with the subject they teach, they should never go before their class without having made special preparation for the work of the hour. Constant progress and constant review are the means of intellectual life and vigor, and these are no less essential for the teacher than for the pupil."

ABEL S. CLARK, Hartford, Conn.:—"The intellectual and the spiritual nature of man can no more be kept in a state of vigor and efficiency without proper nourishment than the physical system can live without food. No work more thoroughly taxes the mind and soul than that of teaching the deaf, and special care must be taken to avoid barrenness in both. For the replenishment of mind I would emphasize the need of

"1st. Constant and keen observation. The teacher who fails in this respect is likely to find himself at a loss to explain many phenomena that pupils are eager to know about, and may experience the embarrassment of finding that they have used their eyes to better advantage than he himself has done. The teacher's observation should be directed to every phase of nature, animate and inanimate.

"2d. Reading and conversation of the best kind. 'Iron sharpeneth iron; so a man sharpeneth the countenance of his friend.' The teacher needs to mingle among the men of affairs, who are engaged in the active competitions of life, that he may be kept from sinking too deeply into his own groove. He needs the stimulus and nourishment that the mind receives from the widest reading (not simply that which he likes best), including especially, biography, history, travel and fiction. To this I would add the occasional attendance at a good, clean play.

"3d. Personal travel. He who remains continually in the same spot is inevitably limited in mental vision and becomes the victim of narrow and belittling prejudices which do not well become a teacher.

"Turning now to the necessity of spiritual renewal, nothing need be said in affirmation of a fact that is clear to all. To impart we must first possess, and to abundantly possess, we must amply appropriate. I would suggest among the things useful or needful:—

"1st. A certain degree of attention to esthetics. The recuperative benefit that comes through the study of the higher forms of nature and art can scarcely be overestimated. A teacher of the deaf may profitably give special attention to the

practice of vocal or instrumental music, as an offset to the brooding clouds that are likely to settle upon one who spends his best efforts in an environment far from melodious.

"2d. A teacher should be as constant an attendant at public worship as circumstances will permit. Oft recurring duties in Sunday lectures and the desire to keep abreast of the times through reading may induce the habit of remaining away from public worship, but such a course involves immeasurable loss.

"3d. Habits of personal religion, by which I mean meditation, religious reading and private prayer. Whoso would keep his spiritual nature sweet and potential must be in vital personal relation to Him 'in whom all fulness dwells.'"

Miscellaneous.

No. 118.—For how long a time is it desirable for a class to remain under the instruction of one teacher only?

JNO. E. RAY, Danville, Ky.:—"That depends entirely upon the teacher. If he is really a *teacher*, there is no ground for fear. If he is not a *teacher*, the shorter the period the better for the class.

"If this question refers to the 'Rotation of Classes,' I should say that I regard it preferable not to place classes under this system until they have been *well* taught by a *good* teacher at least five or six years. Let the foundation be well laid, and the average pupil is apt to take charge of the superstructure.

"I wish I might presume to say that I believe our schools are nearly all wrong. We put our best teachers in charge of our more advanced pupils. This is an abomination. Our best teachers should be in charge of the primary classes, and they should be the best paid ones, too."

No. 119.—Would it not be more advisable for a class to remain two or three years under any one teacher, so as to give his or her method and course of studies time for crystallization, than to shift a few supposed

bright pupils from class to class at every fresh evidence of a spurt in their averages?

BENJ. TALBOT, Columbus, O.:—"I think it is decidedly better as a rule. Where a class or an individual member has a new instructor every year, or oftener, not a little time is wasted in the pupils' becoming familiar with the modes followed by the teacher; the teacher also has to learn the mental peculiarities and habits of a new set of scholars.

"I have never known a better arrangement in this respect than that adopted by Mr. Collins Stone, my first superintendent. The teacher of a new class, ordinarily, kept it for three or four years, and most classes suffered but two or three changes of teachers during the seven years then allowed by law. In a ten-years course there would be more changes, especially where the rotary plan is followed, but advanced pupils would receive far less harm than those in lower grades."

* * *

No. 120.—Would like to know if in addressing an audience of deaf mutes by means of signs, it is customary to designate the tense of the verb by the sign for past, future, progressive, etc., or simply to make the sign for the verb used, and pay no attention to the explanatory sign.

E. M. GALLAUDET, Washington, D. C.:—"As far as I am aware, it is customary to designate the verb without indicating the tense sign. There are times when it should be indicated, but it should depend on the audience whether it is or not. It is a verb anyway."

Report of the Committee on Necrology.

JOSEPH HENRY JOHNSON, M. D.

PRESENTED BY THE HON. G. A. JOINER,
Trustee of the Alabama Institution.

The cause of deaf-mute education in this country never had a truer friend, an abler champion, or more loyal supporter than Dr. Joseph H. Johnson, for thirty-five years Superintendent of the Alabama Institution for the Deaf.

Dr. Johnson was a native of Georgia. He was born in Madison, Morgan County, in that State, October 16, 1832. Died at his home in Talladega, Alabama, June 5, 1893, in the sixty-first year of his age. His first experience as a teacher of deaf-mutes was in the Georgia Institution, at Cave Springs. The reader can form some estimate of his natural and cultivated gifts, and active and self-reliant character, when it is stated that he began teaching at sixteen years of age and taught efficiently and successfully. At this early age was the benevolent character of his nature manifested, since it is known that he chose to equip himself for a teacher of the deaf that he might be prepared to instruct a young deaf brother, whom he subsequently taught and finally sent for a finishing course to the National College for the Deaf, at Washington, then as now presided over by that distinguished educator of the deaf, Dr. E. M. Gallaudet, the honored President-elect of this Association. That brother survives him, and is now a faithful and highly valued teacher in the Alabama Institution for the Deaf.

A few years of Dr. Johnson's useful life was spent in other secular employment. Approaching the age of manhood, he read medicine, attended his first course of medical lectures at Charleston, South Carolina, and finally graduated from the Jefferson Medical College, at Philadelphia. He was well equipped in every department of medicine, and had he devoted his life to the profession, he could not have failed to attain high distinction; but his preferences seem to have constrained him to return to the profession which had called forth his earlier activities. His great and benevolent heart moved him to devote his life, as subsequent events proved, to the moral and intellectual upbuilding of the "unfortunate children of silence." Hence, upon the invitation of the Governor of Alabama, he moved to Talladega, Alabama, in 1858, and there and then founded the Alabama Institution for the Education of the Deaf. Dr. Johnson did not confine his energies to the betterment of the condition of one class of unfortunates. Very largely through his agency and influence two other great institutions have been established in Alabama, one for the education of the white blind of the State, and one for the education of the negro deaf-mutes and blind. The spacious buildings and grounds surrounding these three institutions attest alike the liberality of the State and the wise philanthropy of the mind which inspired their erection and establishment.

Dr. Johnson was truly a great man. He was thoroughly devoted to his profession, and was eminently progressive in everything touching the success of instruction of the deaf, keeping himself in line with the most advanced teachers who have given thought to the wants of the class under his charge. Socially and personally, he was kind, gentle, magnetic, and always possessed the confidence and affection of those with whom he came in contact.

But better than all and greater than all, he was a sincere Christian, and in his daily life beautifully exemplified the teachings of Him "who taught as never man taught."

J. SCOTT HUTTON.

FROM THE AMERICAN ANNALS OF THE DEAF.

J. S. Hutton, for thirty years Principal of the Halifax Institution, died February 26, 1891, of a disease of the liver. Mr. Hutton was born in Perth, Scotland, in 1833. At an early age he became a teacher in the Edinburgh Institution, at the same time pursuing his studies in the University. When the Halifax Institution was established in 1857, he was appointed Principal. The early history of the Institution was one of difficulties, discouragements and struggles, but Mr. Hutton persevered in his work and raised the School to a high state of efficiency. In 1878 he accepted the position of vice-principal of the Ulster Institution, and during the four years that he held it, contributed much to the prosperity of that Institution. In 1882 he returned to his work in Halifax, where he labored faithfully until his death.

Mr. Hutton was a man of considerable intellectual attainments, a clear thinker, a forcible speaker and an able writer. He made valuable contributions to the literature of the profession by several text books, by articles in the *Annals* and by papers and remarks in the Conventions of Instructors and Conferences of Principals. In 1869 he received the honorary degree of Master of Arts from the National Deaf-Mute College (now Gallaudet College), in whose work he always took a warm interest. If the Faculty had consented, he would have established competitive prizes in Mathematics for the students of the College. Mr. Hutton was active, not only in the education of the deaf, but in the promotion of education generally, in the church, and in everything pertaining to the welfare of the community. In many ways his death leaves a vacancy that cannot easily be supplied.

THOMAS MONROE.

PRESENTED BY PROF. WILLIS HUBBARD,
Michigan School for the Deaf, Flint.

Thomas Monroe died at the Michigan School for the Deaf on the 30th of September, 1892. The deceased was born at Cape Vincent, Jefferson Co., N. Y., in the year 1863, but after his fourth year, he always resided in Michigan, his parents having settled on a farm near Flint. The foundation of his education was laid in the country school-house and he subsequently graduated from the Flint High School. His student-life, however, ended only with his life. After having successfully filled the positions of teacher in a district school and book-keeper for a mercantile concern, he entered upon his duties as a teacher in the Michigan School, in 1883.

Mr. Monroe aimed at success and won it to an unusual degree. By close study and constant mingling with the pupils, he mastered the sign-language and the various methods of teaching the deaf. His pupils furnished ample evidence of his success as an instructor. Believing that a monthly publication devoted to deaf-mute instruction would be of service to the whole profession, he, in company with his fellow-teacher, George W. Cook, founded the *Silent Educator*, which they conducted for three years.

Mr. Monroe was appointed to succeed Prof. M. T. Gass as Superintendent on the 1st of July, 1892. He at once began to formulate his plans for future work and, in August, represented his school at the Colorado Springs Conference. On the 17th of the same month he was united in marriage to Miss Jessie Barney, also a teacher at the Flint School. Alas! how true are the words of Byron!

"Life, thou pendulum betwix a smile and a tear!"

Just before the opening of the school term for which he had made preparations, Mr. Monroe was attacked with typhoid

fever, and succumbed to the disease two weeks later. His death was deplored by every one connected with the School, and a host of outside friends. Said one of the latter: "The deceased was a natural born gentleman, his very instincts were genteel and manly. He was genial and generous, frank and upright. He was extremely popular with all classes, and the news of his death is received with regret everywhere. The world is full of people, but there are not many Tom Monroës."

ELLEN L. BARTON.

PRESENTED BY ANNA C. ALLEN,
Morgantown, N. C.

Away back in the summer of 1871, a clear-seeing New England woman held in her hand a recently taken photograph of Miss Ellen L. Barton, then a teacher in the newly established Boston Day-School for the Deaf. Intently scanning the card, she repeated, "Laughs at impossibilities, and cries, it shall be done." It was this indomitable spirit, characterizing Miss Barton as the village school teacher, which led her friends of those early days to believe in her ultimate success in whatever she might undertake, and their hopes were fully realized during the years that followed her entrance upon her mission as an educator of the deaf.

It was like Miss Barton that the call to her special work was first heard through her affections. A little cousin, of whom she had been peculiarly fond, lost her hearing as a result of scarlet fever, when but four years old. At once, as soon as the child's fate was known with certainty, Miss Barton in her practical way began demanding, "What can be done?" Learning of the experiment in articulation teaching, then scarcely more than just beginning, at Northampton, Mass., Miss Barton took the little one there, and began to study for herself the oral method of teaching the deaf.

At the opening of the Day-School for the Deaf, in Boston, Miss Barton accepted a position there as one of the four

original teachers of what, later, became the Horace Mann School. In June of 1874, Miss Barton crossed the Atlantic to undertake the early instruction of the little deaf daughter of an English gentleman, B. St. John Ackers, Esq.

Miss Barton remained in England between two and three years, and undoubtedly her enthusiasm, and the success which rewarded her efforts with her little pupil, had not a little weight in causing Mr. Ackers to become "more and more convinced of the superiority of articulation teaching," and induced him "to so strongly feel the importance of having thorough and earnest teachers," as to lead him to establish a normal school which has sent out many instructors well fitted for their work.

On the 27th of August, 1877, Miss Barton entered upon her labors as Principal of the Portland School for the Deaf, in Portland, Maine, and, ever faithful to duty, here it was that she fell at her post, in January of 1894. In December of 1893, she did, literally, "set her house in order," closing up all the school business and so arranging affairs that, were she never to return after the Christmas vacation, work in the school-rooms might go on unembarrassed by financial complications. And the end came just three weeks after the accountant's pen fell from her tired hand.

Space will not permit the telling in detail of the long story of Miss Barton's self-sacrificing devotion to her chosen life work. As Principal of a day-school, receiving pupils from all parts of a large State, her cares outside the class-rooms were countless. It has been said that the labor of securing funds for the expenses of the school, done mainly by Miss Barton, was slight compared with that of providing homes and maintenance for the poor children from distant parts of the State. To do this work, cities and towns were visited and municipal help solicited, charitable organizations appealed to, individuals interested, and aid procured from every available source. And still the great question remained, "Where shall these unfortunate children live, where shall they find homes with motherly care and wise discipline?" What wonder that the weary, anxious Principal wrote, in 1893, that her great hope was that

the day might soon dawn when the city day-school should become a State Institution.

Vague words of extravagant eulogy are easily spoken, but in this practical age, men pass by all this and demand an answer to the one question, "What has he done," and so the attempt has been made, in this brief sketch, to let Miss Barton's words, rather than the fond words of her friends, speak of the bright, warm-hearted, courageous woman, who, through so many years, did most richly earn this tribute at least: "She hath done what she could."

MISS EMMA GARRETT.

PRESENTED BY PROF. J. C. GORDON, PH. D.,
Gallaudet College, Washington, D. C.

Emma Garrett was born in Philadelphia, June 18th, 1847. She consecrated herself with all her powers to the welfare of deaf children in 1878, and after a career of ever increasing responsibility and widening influence was called higher on the 18th of July, 1893.

Her maternal ancestors were English, and her parents German, while her education was accomplished in "Quaker" or Friends' schools, so that both inheritance and environment were favorable to the development of that noble and earnest character which left an impress not upon her immediate and intimate friends alone, but upon all coming within the range of her acquaintance in any relation whatever.

Miss Garrett was prepared for teaching speech by Dr. Alexander Graham Bell, in the School of Vocal Physiology of the Boston University, graduating first in a class of twenty-one under his instruction. From 1878 to 1884 she taught speech in the Pennsylvania Institution.

In 1881, in response to her urgent requests, she was permitted to take charge of a separate branch where oral methods were employed exclusively. Her experience and observation led her

to recommend, in 1883, that *all* new pupils received in the Institution should be educated by oral methods.

In 1884, upon the request of a certain philanthropic gentleman of Scranton, she went to that city to establish the Pennsylvania Oral School for the Deaf. She was Principal of this Institution for seven years, a position in which her signal ability was recognized by the Board of Directors.

Impelled by an overmastering sense of duty, she resigned her position at Scranton to found a "Home for the Training in Speech of Deaf Children before they are of school age."

In 1891, she secured favorable legislation, and, with the farther assistance of private benevolence, invoked by Miss Garrett and her sister, the "Home" was opened in 1892, eventually occupying grounds and buildings of its own. This daring and novel experiment with little deaf children has met with a remarkable degree of success.

Perhaps nothing illustrates one phase of Miss Garrett's character better than the fact that while the American schools for the deaf, unitedly, were unable, in response to an urgent invitation from the Conference of Principals, to maintain a "living exhibit" for a brief period at the World's Fair at Chicago, Miss Garrett transported her entire "nursery" to Chicago, where it proved a most interesting and instructive "living exhibit" throughout the entire summer. This new phase of oral instruction there passed under the critical observation of educators and cultured men and women from every State in our Union and every civilized nation of the globe.

Miss Garrett did not wield a prolific pen, but her papers, always written with a serious purpose, bore evidence of the sincerity of her convictions and her burning desire to increase the welfare of the deaf. Her contributions to the literature of the profession include papers before the Third Convention of Articulation Teachers, the Tenth and Eleventh Conventions of American Instructors, and a number of articles in the *Annals*. The most notable of these, perhaps, as voicing her deepest convictions, was entitled, "A Plea that *all* the Deaf-Mutes of America may be Taught to use their Voices," read at the Tenth Convention.

Miss Garrett was also a pioneer in maintaining a "School for Training Teachers of Speech to the Deaf." Her school for this purpose was established in 1881, and has given a large number of teachers to the profession.

Miss Garrett never spared herself, and her tragic fate was, in the opinion of those who knew her best, the culmination of long antecedent causes.

The World's Congress of Instructors of the Deaf, in session in Chicago, passed resolutions in recognition of Miss Garrett's services and bearing tribute to her as an "earnest, indefatigable and sympathetic teacher and a noble example of true womanly character," and the American Association to Promote the Teaching of Speech to the Deaf held a Commemorative Service, at which touching tributes were spoken by Helen Keller, Miss Hoadly and Mr. Feilheimer in behalf of the deaf, and by Mr. Talcott Williams, Dr. Gillett, Dr. Bell and a number of the most distinguished members of the profession on behalf of the Association.

As we survey her work and her influence may we not say of her that "she was one of those not born to die."

JOHN IMRIE ASHCROFT.

PRESENTED BY EUPHEMIA TERRILL
Instructor in the Ontario Institution for the Deaf, Belleville.

John Imrie Ashcroft, late Superintendent of the Mackay Institution for the Deaf, Montreal, Canada, who died Nov. 30th, 1891, deeply regretted, was early in life thrown upon his own resources in consequence of the death of a loving father. While still quite young he obtained a diploma at the Magill Normal School, Montreal, and but for his delicate constitution would have pursued his studies still farther, as it was his first intention to follow a legal course and obtain a position at the bar; relinquishing this idea, he accepted the position as Principal of the High School, Valleyfield, Quebec, meeting with great success and endearing himself to his pupils. In 1882,

the Dean of Québec (one of the Board of Managers of the Mackay Institution) induced him to give up his work amongst the hearing and enter the field of labor amongst the deaf, for which the Dean thought him so eminently fitted. He accepted the position tendered to him as head teacher, which post he occupied for four years with credit to himself and with infinite advantage to those placed under his care. In 1886 he resigned to take a similar position in Washington School for the Deaf, with the object of gaining a milder climate. In 1888 he removed to Victoria, British Columbia, for the purpose of opening a school for the deaf of that Province. He succeeded in winning the esteem and sympathy of the government to such an extent that a sum of money was granted to carry on the work. Finding the number of the deaf very small, he decided that the time had not yet arrived for the establishment of an institution in that Province, and accepted the position that just then was offered to him as Superintendent of the Mackay Institution, Montreal.

In June, 1889, Mr. Ashcroft was united in marriage to Miss Harriet E. McGann, third daughter of the late John B. McGann, founder of the Ontario Institution for the Deaf. Mr. Ashcroft was quite a young man when death snatched him from the work he loved so well, being only at the age of thirty-three years and some months. He was a most faithful and conscientious instructor and a most capable Superintendent. Highly educated, of a cultivated mind, a true Christian, honest and straight-forward in his motives, he endeared himself in no ordinary degree to the deaf pupils under his charge. His tall figure, broad, high forehead, bright blue eyes and kindly expression carried magnetism; his gentle firmness brought quick and glad obedience. The spiritual progress of his pupils was always of the first importance, and every opportunity was taken advantage of to still further advance the high moral tone of the school. His heart was truly in his work, which he relinquished with reluctance, although with willing and Christian resignation he submitted to the Divine decree which called him hence. His death was a most serious loss to the Institution. A resolution of esteem, appreciation

of his services and of condolence to his widow was offered by the Board of Managers of the Mackay Institution and embodied in the report of that year, and with weeping eyes the pupils placed wreaths of flowers on his coffin. According to his own request he was quietly and privately buried in Mount Royal Cemetery.

"Had He asked us, well we know
We should cry, 'O spare this blow!'
Yes, with streaming tears should pray,
'Lord we love *him*, let *him* stay.'

"But the Lord doth nought amiss,
And since He hath ordered this,
We have nought to do but still
Rest in silence on His will."

JAMES B. ASHLEY,

PRESENTED BY R. MATHISON, M. A.
Superintendent Ontario Institution for the Deaf, Belleville.

J. B. Ashley, of Ontario, died at Belleville on the 30th of April, 1894.

Mr. P. Denys, a fellow-teacher and intimate friend of Mr. Ashley, pays the following tribute of respect to his memory: "James B. Ashley was born some fifty-three years ago, of U. E. loyalist parents, and lived all his life around the beautiful Bay, whose captivating 'scenery he was fain to extol. From early youth, manifesting a love for study, he was given a liberal education, and having qualified himself, made his debut as a public school teacher, in which vocation he was eminently successful until loss of hearing prevented him from continuing in it. Some time after, he accepted a position as editor of the *Belleville Ontario*, where he distinguished himself as a man of rare integrity, extensive information, generous views and felicitous diction. It was there, no doubt, he acquired that facility of style which those interested in our work must have observed in his copious and graceful contri-

butions to the professional press. In the work in the Institution, at Belleville, his well-informed mind, sympathetic nature and ardent zeal found a field as vast as it was precious. Bringing his varied gifts to bear fully upon the work he had longed to engage in, he being deaf, results soon proclaimed him the right man in the right place. His pupils stood well and he with them. He had energy enough, willingness enough and love enough to face each and every duty that presented. As a citizen and friend Mr. Ashley 'bore without a strain the grand old name of gentleman.' The law of kindness was in his heart, and hence on his lips. To praise others ever was his seeming delight. The following quotation which he often used shows the character:—

"'Tis only noble to be good,
Kind words are more than coronets
And simple faith than Norman blood.'

"Mr. Ashley was a fervent Christian, his exemplary life being its own apotheosis. He died as he lived—a true follower of the meek and lowly Jesus, in the sure hope of a glorious resurrection. Pupils, teachers and officers all mourn the loss of a good man in every respect.

GILBERT CHARLES WILLIAM GAMAGE.

PRESENTED BY PROF. THOMAS FRANCIS FOX,
New York Institution for Deaf-Mutes.

Gilbert Charles William Gamage came of a fine old patrician stock, being the third child of Gilbert Ash and Lucy Gamage, the latter of Cambridge, Mass. His parents were cousins, and probably to this connection may be traced the infirmity of Mr. Gamage and one of his sisters, Miss Harriet Gamage, also a deaf-mute.

Gilbert was born in New York City on January 1st, 1819, being reported in the school records as deaf from birth. The child grew apace into a bright lad, but received no regular instruction till, at the age of eleven, he was placed in the

New York Institution. His first teacher was Leon Vaisse, and he successively came under the instruction of Rev. J. Addison Cary, Dr. H. P. Peet and Dr. F. A. P. Barnard. The result of the efforts of those distinguished educators was the transformation of the ignorant child into the educated and refined gentleman. He remained at the Institution as a pupil till 1840. Two years later he was appointed a monitor, and, in 1844, was advanced to the position of a regular teacher. He continued at his work for forty years, devoting himself assiduously to the task of teaching, and won the love and respect of hundreds of graduates of Fanwood.

In the Fall of 1884, when sixty-five years of age, he retired from the active work of the class-room, but was invited by the directors to continue his residence at the Institution, in recognition of long and faithful service. To within a few months of his fatal illness, which was cancer of the liver, he was strikingly erect in his bearing, indeed almost martial in appearance, and age seemed to make little impression on him. In demeanor he was quiet and gentle, his taciturnity, at times, conveying the impression that he was of sluggish intellect. This, however, was not the case, for when in an agreeable mood, he was entertaining and would charm a circle with his reminiscences of old Fanwood and the famous teachers of by-gone days, of whose deeds and characteristics he was almost the sole repository then remaining. His life work is over, and one more disciple of the old school—one more famous pupil of the old masters—has gone over to the great majority, full of years and not wanting in honors.

GEORGE B. GOODALL.

PRESENTED BY WM. A. CALDWELL,
California Institution for the Deaf, Berkeley.

George B. Goodall, for over twenty years teacher of the highest grade in the California Institution, died on October 17th, 1894, after a lingering illness. Mr. Goodall was born in

Bangor, Maine, on the 25th of March, 1837, and was consequently about fifty-seven years of age at the time of his death. He began teaching at an early age and worked his way through college, graduating from Yale in the class of 1861. After his graduation he lived in Brooklyn and New York for several years, during which time he was engaged in the instruction of private pupils, while at the same time he did night-work in the Federal Tax Office. In 1873 he became connected with the California Institution as teacher of the deaf, and continued to hold this position until his death.

There are few men in our work of such scholarly attainments as Mr. Goodall possessed. He retained the old-time reverence for the classics and deprecated bitterly modern innovations in the way of phonetic spelling, "Latin in Six Lessons," and similar diversions. He was as proficient in higher mathematics as in Latin and Greek, and was inclined to the belief that the analysis of arithmetical problems was an invaluable aid to the deaf in acquiring language, by inducing logical reasoning and thoughtful selection of words and thus tending to check careless composition.

Mr. Goodall was an ardent student and was unsparing of himself in his work. There can be but little question that his health was impaired and his life shortened by his close application in the class-room and in his private study. He was a man of powerful physique, standing six feet high and possessing all of the determination and will-power characteristic of New Englanders, but these could not avail in view of the burden he took on himself, and an insidious disease found him an easy prey.

Mr. Goodall was a fine singer, being at one time the tenor of Trinity Church choir, New York City. For a long time he conducted the musical instruction of the blind pupils in the California Institution. Dr. Wilkinson, in writing of Mr. Goodall at the time of his death, said: "Mr. Goodall was a man of more than ordinary ability, of scholarly tastes, and of endless patience in his work. He was of clean life and thought, retiring in disposition, but warm in his friendships, and sensitive to an unusual degree."

• WILLIAM MARTIN CHAMBERLAIN.

PRESENTED BY LARS M. LARSON,
Superintendent New Mexico School for the Deaf, Santa Fe.

Prof. Wm. M. Chamberlain, a head teacher and the pioneer editor of the *Deaf-Mutes' Register* at the Central New York Institution for the Deaf, died on the fourth day of February, 1895. He was born in South Reading, Mass., July 13th, 1832. He lost his hearing from an attack of measles at the age of eight years. He was educated at the American School for the Deaf, at Hartford, Conn., only four terms, and was later taught articulation, and was also self-educated in many other respects. He grew up to boyhood with healthful alternations of labor and recreation on the Atlantic Ocean coast, with a great fondness for the sea, and made many voyages. At first he worked as a sailor and picked up larger knowledge from observations, travels and study at home. He learned the shoemaker's trade and then followed the carpenter's occupation; but he gave them all up when he early became associated with the press. He edited and published several publications successively, among which was the *Gallaudet Guide* for the deaf. He became a good journalist and accurate reporter, and had a large acquaintance among the prominent deaf of our country, having been a familiar and well-known figure, making speeches and reading papers at the conventions of the deaf. In his intercourse with people he had remarkable ability as an excellent lip-reader, and was able to speak adeptly on various and general topics, his deafness almost never having been discovered. He, being full of New England patriotism, once volunteered and enlisted as a regular soldier, in answer to President Lincoln's call for troops in the Civil War. He was discovered to be deaf by a sentinel and finally retired. In 1875 he obtained a position as instructor at the Institution, when it was then established. He showed his varied capabilities in interesting the classes in carpenter-

ing, shoemaking and printing, besides doing his duties as teacher of classes of academical grades. For the last two years he devoted all his time to the management, editing and publishing of the *Register*, and also instructed the pupils in the same line of work.

Both in his character and life he was good, honorable and upright, and had a cheerful nature. He possessed all the qualities of good citizenship, and was held in esteem by all with whom he was associated. He was the father of six children, three of whom, with their mother, survive.

CHARLES STARK NEWELL, JR.

PRESENTED BY PROF. THOMAS FRANCIS FOX,
New York Institution for Deaf-Mutes.

Among the young deaf-mutes whom Prof. Bartlett collected in his famous family school was Charles Stark Newell, Jr. He was born in New York City in 1843, being a lineal descendant of General John Stark of revolutionary fame. At the age of ten months, he became deaf from inflammation of the brain, the result of teething. At about the age of twelve, he entered Bartlett's School for the Deaf, and in September, 1857, he became a pupil at the New York Institution. Passing a very successful career as a pupil, he graduated from the high class in June, 1864, with the highest honors, the valedictorian of the year and the recipient of the gold medal. The following September he became a teacher in the Institution and filled that position for ten years, finally retiring in 1874, to accept a position in the New York Post Office.

While a teacher at the Institution, Mr. Newell met and married his wife, Miss Mary L. Goodrich, also a graduate of the high class, a daughter of Dr. Charles S. Goodrich, for many years United States Consul at Lyons, France. During the latter years of his life, Mr. Newell had been in partnership with Mr. Henry J. Haight, and manifested excellent business ability.

He died at Goshen, Orange county, N. Y., on October 27th, 1890, and was burried from St. Ann's Church for Deaf-Mutes, with which he had been connected for many years.

A gentleman of fine presence and high character, Mr. Newell gave himself with enthusiasm and persistence to whatever task he set himself to perform, and proved himself alike a devoted teacher and a faithful friend of his fellows.

HENRIETTA MARSHALL.

PRESENTED BY PROF. JOHN A. SIMPSON,
North Carolina Institution for the Deaf and the Blind, Raleigh.

Miss Henrietta Marshall was born at Pittsborough, N. C., Feburary 19th, 1862. After teaching for a number of years in the Centennial Graded School of the city of Raleigh, she was elected, in 1883, to teach articulation in the North Carolina Institution for the Deaf and the Blind. Two years later, at her own request, she was transferred to the sign department, with which she continued to be connected until her death, March 11th, 1892.

Miss Marshall began the study of the sign language too late to acquire that easy command of it which seems to be the exclusive possession of those habituated to its use in early life; still her natural aptness to teach, her extraordinary energy and her genuine interest in her pupils went far to make up for the deficiency.

Among her chief characteristics as a teacher should be mentioned her remarkable ability to win and to retain the affection of her pupils, great tact and firmness in administering discipline, care and skill in the preparation of lessons, and unfailing cheerfulness in the discharge of duty. She was never afraid of weakening her authority or lowering her dignity as a teacher by the most affectionate and familiar intercourse with her pupils. On the contrary, she encouraged them to treat her with great confidence and freedom, trusting

to the power of example and to her own strength of character to check any disposition to abuse the privilege.

Her physical strength, never great, soon proved unequal to the severe demands she constantly made upon it; so that the last two or three years of her life were an almost incessant struggle with weakness and pain. Still she was rarely absent from her post, and few even of her daily associates guessed her real condition. She continued to discharge her duties fully till within ten days of her death, and though her last illness was painful in the extreme, her courage and cheerfulness were unbroken to the end.

Her abundant kindness of nature could not confine its activity to her own particular province, but made itself felt throughout the school. Many, also, connected with the blind department of the Institution, will long continue to hold the name of Miss Nettie Marshall in grateful remembrance.

JAMES S. WELLS.

PRESENTED BY REV. T. H. GALLAUDET,
New York City.

James S. Wells died in Baltimore, Md., July 6th, 1891. After graduating at the New York Institution for Deaf-Mutes, he became a teacher in the Texas Institution and married one of its graduates. After long and faithful service, he returned with his family to New York, his native city. After some years of business, he was chosen to be a teacher in the School for Colored Deaf-Mutes, in Baltimore. He was also appointed to act as a lay-reader in conducting the Sunday service for deaf-mutes in the chapel of Grace Church. In this double work he was fully occupied, gaining the love and esteem of all who knew him. He was a successful teacher and a self-sacrificing pastor. He was a thoroughly conscientious, Christian man, and ended his three-score earthly pilgrimage in peace, borne by the angels to re-join his wife and two children in Paradise. Two daughters survive him. The elder is a

deaf-mute. Having graduated with honor at the Maryland Institution, she now has a good position in the care of the girls. The example of Mr. James S. Wells, a congenital deaf-mute, should be followed by all who desire to be faithful to the end in the loving service of their Lord and Saviour, Jesus Christ.

CAROLINE S. MOSELEY.

Mrs. Caroline S. Moseley was born at Attica, Indiana, December 13th, 1857. She was the fifth child of John L. and Penelope C. Standart. When quite young, she moved with her parents to Adrian, Michigan. Some years after they again moved to a Quaker town near Adrian. At this place was situated a very fine school called the "Rasin Valley Seminary." Mrs. Moseley graduated at this school. After her graduation she applied to her uncle, E. L. Bangs, for a situation to teach in the Michigan School for the Deaf, at Flint, and her application was accepted. For six years she was a true, loyal teacher and did good work. A little over a year after leaving the Michigan School, Mrs. Moseley accepted a position in the Arkansas Institution, at Little Rock. It was at this place she met Prof. F. T. Moseley, then a teacher in the same school, and was married to him in the Institution, March 17th, 1881. Three sons were born to them, two of whom, John and Allen, survive her.

Mrs. Moseley was also a teacher four years in the Nebraska School, situated at Omaha. Her sad death occurred at that place, March 24th, 1894. Her last resting place is Mount Hope Cemetery, Omaha.

D. M. BEATON.

D. M. Beaton, of Ontario, died at Oil Springs on the 17th of March, 1895.

In 1887 Mr. D. M. Beaton came to the Ontario Institution for the Deaf and Dumb, at Belleville, as a teacher. During the number of years he labored here he proved himself to be

a man of rare integrity, a faithful, conscientious teacher, and a devoted friend of the deaf, among whom the deepest sorrow was felt for his death. For many years he had been the victim of that ruthless foe to mankind, consumption, and during the last two years of his service here he labored with the hand of death upon him, yet manfully stood at his post of duty even when scarce able to stand. In the Summer of 1893, however, he felt it incumbent on him to resign, and it was well known when he left the Institution that he could not long survive. He then spent a few months in Colorado and finally settled in California, hoping much from the salubrious climate of that State. He entertained strong hopes of recovery, and not till a few months before his death was he convinced that all such hopes were vain. Towards the last he sank rapidly, and seeing death near he started for his parents' home in Oil Springs, Ontario, which he reached only a few days before he died. After years of suffering he is now at peace.

ELIZABETH I. FOWLER

PRESENTED BY MISS MARY S. GARRETT AND PROF. J. C. GORDON.

Miss Fowler entered Miss Emma Garrett's Training School, February 1st, 1892, going from her home, at Honesdale, Pa., for that purpose.

Her ability, fidelity to duty, and motherliness toward little children were so marked that Miss Garrett selected her for an "Attendant" to the little deaf children in the "Home." This office is one of peculiar responsibility, for the Attendant is not a mere nurse-maid, but one who takes the place of a conscientious, intelligent and devoted mother, entering *con amore* into the little ones' lives and leading them in wholesome ways, by pleasant paths, through all the waking hours when the children are not under a teacher's charge. Miss Fowler performed these duties with intelligent fidelity, talking to and with the little deaf children as a mother talks with her hearing children, and doing everything in her power to confirm and

strengthen the habit of lip-reading in the prattling little ones. The loving interest developed in this work by Miss Fowler led to her appointment as a teacher, upon her completion of her course of training, where she proved equally faithful and efficient in carrying out the principles and policy of the school. Miss Fowler died in Chicago, after a few days' illness, September 7th, 1893, not two months after the death of her devoted friend, Miss Emma Garrett.

The shock of Miss Garrett's death proved a severe blow to Miss Fowler, but she went on courageously with her work. After her death it was learned from her physician, in Philadelphia, that she had borne silently and uncomplainingly a malady liable to cut the final thread of life asunder at any instant, a fact unknown to her friends and associates in her work.

JOHN A. MILLS.

PRESENTED BY LARS M. LARSON,
Superintendent New Mexico School for the Deaf.

In the early days of the young State of Wisconsin, a school for the deaf was started, with only two pupils, through the earnest efforts of Mr. E. Cheesbro (father of a deaf girl) and his hearing daughter, in his farm-house a few miles west of the present site of the Wisconsin School for the Deaf. Under the wise care and protection of the State, from this little school has grown the present Wisconsin School, with over two hundred pupils in attendance.

Looking back through the history of the School, we find Mr. and Mrs. John A. Mills. These were both deaf and had been educated at the New York Institution, in the city of New York.

John A. Mills was born in LeRoy, New York, April 24th, 1825. He received his primary education and graduated with honors from the New York Institution, in 1843. After his father's death, he settled in Wisconsin, according to Horace Greeley's well-known advice, "Go west, young man." He was a broom-maker by trade and also a farm worker, and

finally he devoted himself to the task of teaching the deaf. He continued teaching for three years, and retired from it on account of failing health; but he was called back in 1861, and worked as a gardener for the School. He again left, of his own accord, in 1870, to retire to a quiet and happy life on a farm in Iowa, but moved to Minnesota in order to obtain the benefits of that climate.

In December, 1886, during a visit to his brother in Elkhorn, six miles east of the Wisconsin School, he took a walk on the railroad track, and was suddenly struck, run over and killed by a train, while he was deeply occupied in thinking about his intended visit to the School.

As a teacher of the deaf, Mr. Mills proved himself to be a good and successful worker and a humble and faithful servant. He was a kind and sincere friend. He was a devoted Christian, belonging to the Congregational Church, and loved to tell scriptural stories, which were always of interest to the pupils in the School. He was a well-informed and respected citizen and also a man of good education and honorable character. He leaves a widow, whom he married in 1855, and who was an assistant matron of the School for eight years.

BELLE E. LARSON.

PRESENTED BY LARS M. LARSON,
Superintendent New Mexico School for the Deaf.

Mrs. Belle E. Larson, *nee* Porter, was born of famous Puritan descent, in Wrentham, Massachusetts, on the twenty-second day of December, 1858, and was reared in New England, and educated in its patriotism. She went to her blessed and beautiful home in Heaven on the fourth day of February, 1892. She lost her hearing in early childhood by scarlet fever. She was one of the first seven pupils who entered Miss H. Rogers' private oral school, at Chelmsford, Mass., in 1867. This was before it was moved to Northampton, Mass., and made into what is now known as the Clarke Institution for

Deaf-Mutes. In 1875 she graduated there, with high honor, in the first graduating class. She learned and followed the dress-maker's trade with great success, in Boston, Mass. Besides this trade she worked with prosperity and skill at straw hat making for a number of years in several large cities. She was married to the writer, in Wisconsin, in 1882, and was an earnest and willing helper to him. She aided him in the long struggle to found a school for the deaf in the territory of New Mexico, and cheered him in its many discouragements. She always did all she could to help to the advancement of the deaf, and extended her tender and kind sympathy to the needy and poor. She was appointed matron of the school and continued her labors with unabated zeal for six years, until the Angel of Death called her to depart this life in the pleasant assurance of a glorious resurrection, leaving behind her a husband and three young children. A little later two of the children passed away to rest and joined their sainted mother, where the joy and love are boundless and never-ending.

She was well-informed, and had fine talent for painting, force of character, and did grand work for the good of the school. She became a Christian early in life, united with the Congregational church and then with the Episcopal, and lived a very devoted Christian life. She often devoted her hours of leisure to teaching the school in drawing, and instructing the girls in cooking and sewing. She was a noble, patient and true woman, whom the deaf in New Mexico will never forget as the first friend, first helper and first matron of the school, as well as a thoughtful and loving friend doing good to them. During her last peaceful hours, she kissed her own children and then bade farewell to the pupils in the School, and she fell asleep in our Savior and Lord Jesus Christ.

MRS. ANN FRANCES CHEEK.

On October, 20th, 1894, in Danville, Boyle county, Kentucky, Mrs. Ann Frances Cheek died, aged sixty-six years.

Mrs. Cheek was the daughter of John Adamson Jacobs, Principal of the Kentucky Institution for the Deaf and Dumb

from 1825 to 1869. She was the widow of Rev. Samuel Best Cheek, who was instructor and vice-principal of the same Institution from 1851 to 1869. At the death of her mother, Mrs. Susan Walker Fry Jacobs, in 1849, when she was twenty-one years of age, her father placed her at the head of the domestic affairs of the Institution, which she conducted with ability and fidelity beyond all praise.

When Mr. Jacobs was married the second time, in 1853, to Mrs. Nannie M. Letcher, he insisted on Mrs. Cheek's remaining in the Institution, as her accomplished education and great experience were invaluable not only to the Institution, but to himself personally.

Mrs. Jacobs died in 1865. Mr. Jacobs and Mr. Cheek both died in 1869. The Board of Trustees then placed the whole internal management of this Institution in Mrs. Cheek's charge. She resigned this position, in 1873, on account of failing health, and spent the remaining years of her life in quiet devotion to the interests of her own family and relatives.

Papers Not Read, but Ordered Printed.

STATISTICS OF BLIND DEAF-MUTES.

BY JOHN DUTTON WRIGHT,
Wright-Humason School, New York City.

D. G. TATE:—Born in one of the Shetland Islands, in 1793. Was never educated.

JAMES MITCHELL:—Born in Scotland, Nov. 11, 1795. Born blind and deaf. He is said to be the earliest case on record of a person born blind and deaf. He was never educated. Natural signs of his own invention served as a meager means of communication. He lived to be an old man and was a familiar sight about the streets of the town in which he lived.

HANNAH LAMB:—Born blind and deaf, in 1799 (?). Died from an accident, at nine years of age.

JULIA BRACE:—Born in 1807 (?). Died in 1884. Came to the American Asylum, at Hartford, in 1825 (?). An attempt was made, when she first entered, to give her some understanding of language, but failed. When she was about thirty, Dr. Howe attempted the same thing, but was unable to accomplish much, as she seemed to lose about as fast as she gained. Natural signs of her own invention served her as a very limited means of expression.

MARY McLEOD:—Born in 1824. Was never educated.

LAURA BRIDGMAN:—Born in New Hampshire, U. S. A., in 1829. Became blind and deaf at three years of age. She is the earliest recorded case of a blind deaf person who was educated. Her instruction was begun by Dr. Howe, at the Perkins Institute for the Blind, in South Boston, in 1837. She gained the ability to read and use simple English with considerable correctness. She was intelligent, social and, in general, sweet tempered. She lived a long life, happy herself and a pleasure to her friends.

OLIVER CASWELL:—At the Perkins Institute under Dr. Howe at about the same time as Laura Bridgman. He was blind and deaf from infancy.

ANNA TEMMERMANS:—Born in Belgium, in 1818. Born blind and became deaf in infancy. Her education was begun by Abbe Carton, by means of the manual alphabet and raised letters. She acquired considerable ability to read and express herself, but was not the equal of Laura Bridgman.

EDWARD MEYSTRE:—Born in Switzerland, in 1826. Became deaf at eleven months. At two years of age he was sent to an infant school for hearing children, "to keep him down," as his mother expressed it, and remained till he was seven years old, when he was made blind by an accident. His education was begun in 1844, by Mr. Hirzel, Director of the Institute for the Blind, at Lausanne, by means of raised letters. After eighteen months he was just beginning to form simple sentences. Mr. Hirzel began to teach him to speak, for he says he believed "that in acquisition of speech a law existed by which the sense of touch could be made a substitute for the eye." Dr. Peet met him, about 1850, and says he was surprised to hear him repeat "in quite a distinct tone of voice what his teacher had told him." His teacher says: "His articulation is sufficiently distinct to enable even persons who are not accustomed to it to follow it."

FRANCOISE PACHE:—Born in Lausanne, Switzerland, in 1835. Blind and deaf in infancy. Had very little sense of smell and touch. Instruction begun by Mr. Hirzel, in 1846, brought but little result.

MARY BRADLEY:—Born in England, in 1840 (?). Became deaf and blind at four years of age. Education was begun at seven, at the Manchester School for the Deaf. Manual alphabet and raised letters employed. Died in 1866.

JOSEPH HAGUE:—Educated with Mary Bradley. Born deaf and became blind at two years of age. Education was begun at eight. His mother was a deaf-mute and had used signs with the boy before he went to school.

BOY IN VIENNA:—Born in 1852 (?). Blind and deaf by accident at six years of age. Was never educated and lost his speech.

SOPHIA HUTSON:—Born blind and deaf, in 1856. Education begun at sixteen. An alphabet glove and the manual alphabet employed.

Mlle. MORISSEAU:—Born deaf and became blind at thirteen. Pupil in the Paris Institute for the Deaf.

NATHANIEL CARTON (or BARTON):—Philadelphia.

MOLSUS OLSEN:—Stockholm.

MARTIN RUIZ:—Madrid.

ANTOINETTE BOVIE:—Brussels.

JUNCAR REYES:—Born in Spain, in 1861. Deaf in infancy and became blind at six years of age. Was taught first by gestural signs, then by the manual alphabet and raised letters. Taught to read ordinary writing on the palm of his hand, his shoulder, etc.

HENRY F. BROTHERS:—England. Mentioned in the *London Illustrated News*, June 20th, 1869. Had been taught a few words by use of wire letters.

YOUNG MAN AT COPENHAGEN:—At the Royal Institution, 1867. Was then about thirty years of age. Born deaf and became blind at twenty. Conversed in signs.

RICHARD CLINTON:—Education begun at the New York Institution, in 1877. Was still there in 1891.

JAMES CATON:—At the New York Institution, at the same time with Richard Clinton. Was taught for three years while only deaf and then became blind.

STANLEY ROBINSON:—Nearly blind deaf-mute. In the New York Institution at the same time as Clinton and Caton.

SALLIE THORNTON:—Born in 1868. Became blind at ten years and deaf at eleven. Taught at the Texas Institute for the Blind.

THERESA EXNER:—Born in Louisville, Kentucky, in 1873. Taken to Bavaria when four years old. Sight and hearing failed between the sixth and eighth years. She was received by Dr. Otto Wolf, of the Wurzburg Institute for the Deaf, in 1886. She had received no instruction since becoming blind and deaf. Her speech had become scarcely intelligible. She

has received instruction in speech. She was first taught by raised letters and signs.

ALBERT NOLEN:—Born in Salem, Mass., 1875. Born deaf and became blind at five years. Education begun at the American Asylum, at Hartford, in 1886. Manual alphabet and gestural signs used; has received no instruction in speech.

HELEN KELLER:—Born in Tuscumbia, Alabama, June 27th, 1880. She became blind and deaf at nineteen months. Her education was begun by Miss Annie M. Sullivan, at Tuscumbia, in March, 1887. The manual alphabet and raised letters were employed. Mr. Anagnos, Director of the Perkins Institute, whose pupil Miss Sullivan had been and through whom she was led to undertake the work of teaching Helen Keller, says in his first report upon Helen: "In brief, the total sum of the knowledge which she has acquired in four months exceeds that which Laura Bridgman obtained in more than two years." Helen received her first lesson in speech from Miss Sarah Fuller, Principal of the Horace Mann School for the Deaf, in Boston, on March 26th, 1890. In eleven lessons she learned the elements of speech. In a month she was expressing herself intelligibly in speech. She immediately preferred it to the manual alphabet and as soon as possible began to use it exclusively in expressing herself. She began the systematic study of speech-reading or lip-reading at the Wright-Humason School, in New York City, in October, 1894. Her progress was such that during the last three months no means of communication was used with her on ordinary occasions except speech. Her use and understanding of language and her general information and intelligence are about the same as those of a girl of her age in the full possession of her faculties, a thing hitherto unknown in the world.

SCHOOL IN SKARA, SWEDEN:—Opened in 1886, by Madame E. A. Nordin, with five pupils, all both blind and deaf.

AGNES O'CONNOR:—Received by Dr. Gillett of the Illinois Institute for the Deaf, in 1887, when about fifteen years old. Probably became deaf and blind between seven and nine. Spoke a few words on rare occasions when she entered the Institute. Later, much of her speech returned. Very slight degree of sight restored to her by several operations.

EDITH M. THOMAS:—Born in Massachusetts in 1879. Became blind at four and deaf at six. Has completely lost her speech. Admitted to the Kindergarten of the Perkins Institute in 1887. The manual alphabet and raised letters were used. Some time has been devoted to teaching her to speak, but she takes little interest in it and not much progress has been made. She makes very little use of what speech she has.

WILLIAM A. MILLER:—Born in England, in 1871. Lost his sight at eleven and hearing later. At the Philadelphia Institute for the Blind. Taught by the manual alphabet. Retains his speech.

MARTHA MOREHOUSE:—Born in New Jersey, in 1866. At the Philadelphia Institute for the Blind. Retains her speech.

- KATHERINE PARRY:—Born in England, in 1872. Lost her sight at seven and hearing later. At the Philadelphia Institute for the Blind. Retains her speech.
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RAGNHILD KAATA:—Born in 1873, in Norway. Became blind and deaf at three and a half years from scarlet fever. When she recovered from her sickness she had entirely forgotten her speech. Entered the Institute, for the Deaf and Blind, at Hamar, in January, 1888. Mr. Hofgaard, the Principal, decided to use the oral method, two of the reasons

given being, "That children both deaf and blind would profit even more by the oral method, not being able to write so readily when addressing people not familiar with the manual alphabet. It also would be of no small advantage to them to be able to call persons in the house instead of going to find them by touch or using inarticulate sounds."

On her first day she was taken into the class-rooms and allowed to feel the mouths of the teachers when they asked questions and then the mouths of the pupils when they answered the questions. Blowing games with paper balls, etc., followed, with the mouth in position for f and p. He then gave her letters cut from pasteboard. He caused her to touch f, wrote it in her hand, let her try to write it herself on the table with her finger, said f and made her say the same. He taught several consonants and then several vowels in this way. Then syllables and then words. At first, pasteboard letters were used and then a form of raised writing with thick ink. Under date of March 4, 1889, Mr. Lars Havstad says: "If someone wishes to speak to her, he will take her right fore-finger and write on the palm of her left hand. She repeats *viva voce* what he writes, and answers orally and as intelligibly as the pupils that have their eyes safe and well." In March, 1891, Mr. Havstad says of her: "She understands her teachers, her playmates and many others when touching their mouths and teeth with two fingers. Sometimes new words must be written in the palm of her hand, on her forehead or on her breast, and in this way, also, strangers make themselves understood by her. She never feels a word written without spelling it orally. Those around her find no difficulty in talking with her about the daily occurrences of the household. She speaks more distinctly than many deaf persons in full possession of their sight." She has not been taught the manual alphabet because it is but little known in Norway, and they say would be of little service to her in communicating with others. In place of it they use speech and palm writing and raised letters. She has been educated *by speech*. New words and unfamiliar facts are given to her *first* by speech; later in raised writing or palm writing.

ORRIS (HORACE) BENSON:—Born in 1882. Became blind and deaf at three years of age. Entered the New York Institute for the Deaf, in 1889. The manual alphabet, raised letters and gestural signs are used. He is being taught articulation and speech-reading. Has the vocabulary of the fifth grade of the school and can speak every word that he can spell. His speech compares favorably with that of the deaf who can see.

WILLIE ROBIN:—Born in Texas, July 12th, 1884. Lost her sight and hearing at eighteen months. Received at the Kindergarten of the Perkins Institute, in December, 1890. The manual alphabet and raised letters are used. She is being taught to speak and prefers speech to the manual alphabet, using it all the time. Has already gained a very considerable command of language, as well as a large fund of information. Some attention is also being given to teaching her speech-reading.

THOMAS STRINGER:—Born in Pennsylvania, July 3d, 1886. Received at the Kindergarten of the Perkins Institute April, 1891. An interesting fact is that thus far the expenses of his education have been principally defrayed by gifts obtained by Helen Keller for the purpose. The manual alphabet and raised letters are used and he is making satisfactory progress. He is also receiving instruction in speech.

LINNIE HAGUEWOOD:—Born in Iowa, in 1879. Lost her sight and hearing at eighteen months. Her mother taught her the manual alphabet. Received in November, 1893, at the Institute for the Blind, at Vinton, Iowa.

JOSEPH SINKINSON:—Born blind and became deaf at four years. Understands signs and palm writing. Was in the Institute for Adult Blind, at Oakland, California.

MORRISON HEADY:—Became blind at sixteen and deaf soon after. He is a man of education and refinement; a writer of both prose and poetry. His home is in Normandy, Kentucky.

JOHN CLARENCE SELBY:—Born in England, in 1873. Became blind at seven and deaf at eight. Was received in Le Couteulx St. Mary's Institute for the Deaf, in Buffalo, New York, in 1883. Remained ten years. Had some very imperfect speech on entering, which greatly improved. Printing in the hand, alphabet glove and manual alphabet used.

FRANK SMITH:—Baltimore, Maryland.

DAISY BILLINGS:—Kentucky Institute, Daville, Ky.

Statistics indicate that there are between forty and fifty blind deaf persons in the United States. There seem to be more in proportion to the population in Sweden than any other country. It is said that there are forty in that small country alone. Probably in this country and Europe together there are at least two hundred.

PENMANSHIP.

BY THOMAS J. ROGERS,
Jacksonville, Ill.

When Mr. Walker, the Chairman of the Normal Department, requested me to open the subject of penmanship, I was quite willing to consent because of my desire to obtain the benefit of the experience of others who have devoted time and attention to this useful branch of education.

The first question that occurs to me is, how much time during the week should be devoted to penmanship? In the Illinois

Institution, nine classes a day are given instruction and it was formerly the practice to give each class four lessons a week of fifteen minutes each, leaving Wednesdays open for a lesson in drawing. It was found that these lessons were too short to make sufficient impression upon the minds of the pupils of the principles sought to be taught, so, instead of giving four fifteen minute lessons a week, two half hour lessons are given, producing decidedly better results. Until three months ago the slanting system of writing was taught, then the vertical system was given a trial.

My experience, even within that short time, has convinced me, that this system does all that is claimed for it, viz:—

1st. It allows the pupils to sit in a natural position, namely, fronting the desk.

2nd. Both eyes are exercised equally, thus minimizing the chances of their injury. The hand is not cramped as in sloping writing.

3rd. The writing is more legible.

4th. It preserves characteristics of individual style.

5th. It is more easily learned.

6th. It requires from thirty to forty per cent. less space than slanting writing.

7th. It can be written more quickly and with less labor.

8th. Since vertical writing requires less time, less labor, and less space, it demands less material, and hence costs less than other systems.

9th. It removes one cause of disorder in the school-room, as the position of the pupil does not favor sprawling upon the desk and interference with one's neighbor.

Under this system I have noticed a more rapid improvement in the penmanship of the pupils than ever before. I have several copy sheets written by pupils last March, and others written by the same pupils three months later, to present for comparison, that the merits of the system may be seen.

In conclusion, I would like to know whether it would not be better to have a room for the special use of the teacher of penmanship and have the pupils come to that room at an appointed time. I have had no experience in a room reserved

for my own use, but have discovered a number of disadvantage in the plan of going into the class-rooms of other teachers.

In the first place, the pupils do not get thoroughly impressed with the object of the writing teacher in coming into the room.

There is a division of authority, in the minds of the pupils, between the writing teacher and the regular teacher. It often happens that the height and size of the desks and the arrangement of the light is ill adapted for successful work in penmanship, or the wall-slates may be covered with writing which is yet to be corrected or to be explained and the writing teacher asked to use the side wall-slates, and sometimes even the rear ones, for his copy.

The writing material of the pupils, such as pens, paper, blotters, etc, is left in charge of the regular teacher and used by the pupils for purposes other than that of learning penmanship, with the result that it is frequently in poor condition.

A room specially reserved for penmanship could be supplied with numerous wall charts, illustrating the principles of writing with specimens of good work in this line, and also illustrations of the faults sometimes fallen into. Specimens of the work of pupils could be exhibited as a stimulus to others for increased effort.

Pupils would be much more impressed with the value of good penmanship than they are when the teacher drops into the room in the midst of the work.

I may be mistaken in this view of the matter and shall be glad to hear from those who have had more experience.

LETTER OF PRINCIPAL J. E. RIORDAN,

Of the Sheboygan, Wisconsin, High School.

SHEBOYGAN, WIS., July 1st, 1895.

MISS RAY KRIBS:—I have watched with interest the work of the Day-School for the Deaf under your charge, which was established at the beginning of the past school year in connec-

tion with the public school system of this city. It gives me great pleasure to say that the results attained by the use of the oral method of instructing deaf children have far surpassed my expectations, and more than justify the claims made for *this method and these schools*. I think I can best express my feelings on this subject by saying that I am simply *astonished* with what you have accomplished with the pupils under your care.

Not only have they shown remarkable progress in the use of oral language and the reading of lips, but I find the children equally proficient in expressing themselves in writing, while their knowledge of arithmetic, geography and United States history, as well as their ability in oral reading, far surpasses my most sanguine expectations. I have no words to express my feelings, when these children meet me on the street with a pleasant "How do you do, Mr. Riordon?" or converse with me in their school. What a joy and satisfaction it must be to the parents of such children, who have not the ability to use the sign language, to be able to converse with these unfortunates as they do with the other members of the family.

But there are several other reasons why I favor the establishment of these schools in connection with city school systems, and have been *converted*, for it must be admitted that I am a convert, to the idea of oral instruction for deaf children. The advantages of retaining such children in the homes to which they belong, where they will be under parental influence, are so evident as scarcely to need mention on my part. Our school for the deaf is situated on the same grounds with the largest public school in the city, and the deaf children consequently have the opportunity to associate, converse and play with hearing children. The tendency to propagate this class of unfortunates by intermarriage, which seems to be fostered by large State institutions, in which the pupils and many of the teachers are deaf, is in a large measure obviated by these public day-schools.

The objection has been made in certain quarters that the limited number of pupils attending such schools prevents proper classification,

I have given this subject careful consideration, and am now convinced that a lack of the opportunity for close classification is an advantage, rather than a disadvantage. The great advantage which the mixed country school has over the closely graded school, lies in the fact that the younger pupils associate in the school-room with older pupils, in mixed schools, and that quite as much is learned in hearing the older pupils recite, and by association with persons of maturer minds, as is learned by the study of their special tasks. The same results are shown where, in a system of city schools, it became necessary to place parts of two grades in the same class-room. The younger, or lower class learn from the older, or upper class, and, consequently, the former make greater progress in their work than they would make were they isolated in a room by themselves. This is no theory, but a matter which has been verified again and again by personal observation. The results in this respect, in our school for the deaf, are even more marked than in schools for hearing children. But some one may say: Will not the older, or more advanced pupils suffer by this lack of close classification? Not by any means. In the first place, we must remember that the younger pupils become, in time, the older, and, consequently, have had, as the younger pupils, all of the advantages pointed out above. Again, the more advanced pupils need periods for seat work, at which times the teachers may just as well work with younger pupils as with another division of the same degree of advancement.

I wish to speak of one great benefit which has come to hearing children, from the establishment of this school for the deaf in connection with our city school system. In every town, children can be found attending school who experience great difficulty in articulation. The study of the methods employed in the oral instruction of the deaf, and the opportunities for observation which were afforded by the school itself, have aroused our teachers as to the possibilities of overcoming defects in speech, and have therefore been of great and direct benefit to our hearing children.

In closing, I wish to ask your pardon for this lengthy dis-

cussion, as it was my intention originally to write briefly on the work of your school; but I am so filled with a missionary spirit for this good work, that I could not resist saying what I have said, every word of which I feel as gospel truth. My only regret is that I cannot accompany you to Flint, to present, in person, all of the facts I have here presented, and others besides. Wishing you continued success in your work, and hoping to see similar schools established in connection with every city in the land, I am,

Very truly yours,

J. E. RIORDAN.

THE STATUS OF DEAF-MUTE EDUCATION IN GREAT BRITAIN.

BY PROF. J. C. SHAW,
Of The Cross Deaf and Dumb School, Preston, Eng.

THE INSTITUTIONS.

I enclose a list of Deaf and Dumb Institutions, and School Board Classes for the Deaf, compiled from returns I have obtained from the Education Department. It is official, and complete up to the 1st of April, 1895. There are some more recent additions to which I shall allude.

First, take the Institutions. On comparing the list with the report and returns published by the Royal Commission in, or prior to, 1889, you will find that the only really new Institution is the Cross Deaf and Dumb School, Preston; and this is an Institution entirely built and partially endowed by private benefactions and public subscriptions, the work of establishing it being complete before the Act of 1893 came in force.

Five Institutions which appeared in the list of 1889 are missing from that of 1895, namely: Margate, Old Kent Road (London), Llandaff, Clapton, and Hull. The Margate Asylum and its branch in the Old Kent Road together form the largest Institution, as well as the oldest, in Great Britain. They are well established, well endowed, and well supported by the charitable population of the metropolis, so they may well be excused for preferring to jog along as a private concern, rather than risk the unknown seas of Government Inspection. They can afford to be independent, at any rate, for the present. The only other Institution that has been old enough to hold aloof from the Act, is the little School at Llandaff, Wales, which contained, at the time of the visit of the Royal Commissioners, some 23 scholars, and was maintained on an exceedingly small income, being confessedly in want of funds for the enlargement of its teaching staff. Why this Institution should, metaphorically, if not in reality, *shut its doors in the face of the Government Inspector*, is somewhat of a mystery, for it would have been possible to obtain a great accession of funds under the operation of the Act, and I am informed on good authority that the Inspector was very curious to see this School, having been told that the deaf there are educated to such a state of perfection that they are able to join in the singing of Sankey's Hymns! The Institution at Clapton, which has not come under the Act, is an Asylum for Deaf and Dumb Females, not a School for children. There remains but one other Institution to comment upon, the one at Hull. This Institution last year (1894) was certified by the Education Department for 20 boarders and 20 day scholars, but in this

year's list it does not appear, so I judge that the certificate has been allowed to lapse. We have here the only example of an Institution being taken over by a School Board from its former Committee of Management, and the object in taking it over appears to have been to supersede it with day-schools. The Board took over the Head Master and Matron, but they went too far in their change of methods for Mr. McCandlish, who has resigned his post, though his wife still remains with the Board as a teacher. Three centres for day scholars have been provided by the Board as will appear in list of day-schools.

There is one increase in Institution accommodation that does not appear from the return, and that is, the doubling of the capacity of the Derby Institution, the main building of which has been removed and replaced by a fine new Institution, capable, together with the School left standing in the rear, of accomodating 120 pupils, whereas the old one would have been crowded with 60. This Institution, like the Cross Deaf and Dumb School, was opened in the year 1894, the year in which the Blind and Deaf Children Act came in force. I believe all the Institutions are either crowded out, or on the point of being crowded out. Certainly I can answer for Lancashire. The Liverpool School was speedily filled to its utmost capacity; the Manchester Schools, which are certified for 200 pupils only, have had to make temporary arrangements for 40 children above that number; and the Cross Deaf and Dumb School (Preston), an entirely new Institution, which, twelve months ago did not possess a single pupil, has taken in 66 during its first year of existence, and had to refuse admission to other applicants for want of accommodation.

ENGLAND AND WALES.

Deaf and Dumb Institutions certified under the Elementary Education (Blind and Deaf Children) Act, 1893.

Certified Institutions, April 1, 1895.	Date of Found- ation.	Certifi- ed Ac- com- modation.
Bath Institution	1843	14
Birmingham, The Royal Institution	1812	153
Boston Spa, St. John of Beverley Institution (R. C.)	1870	186
Brighton Institution	1842	88
Bristol District Institution	1841	60
Derby, The Midland Institution	1874	120
Dorchester, The Yorkshire Institution	1829	120
Exeter, The West of England Institution	1826	63
Liverpool School	1824	105
London, Ealing Training College	1878	45†
London, (Notting Hill) The Jews' Home	1864	20
London, The Stelner Homes	1874	38
Manchester Schools	1823	224
Newcastle, The Northern Counties Institution	1838	200
*Preston, The Cross School	1894	100
Swansea, The Cambrian Institution	1847	64
		60

*The only Institution not in existence at the time of the inquiry by the Royal Commission, 1886-8.

†Day scholars.

Day Schools for Deaf Children certified under the Elementary Education (Blind and Deaf Children) Act, 1893.

Certified Day-Schools, April 1, 1895.	Date of Found- ation.	Certified Ac- commoda- tion.
*Ashton Board School.....	1895	16
*Birmingham Board School.....	1894	19
Bradford Board School.....	1885	24
Bristol Board School.....	1885	20
*Cardiff Board School.....	1895	4
*Kingston-upon-Hull Board Schools (3).....	1894	74
Leeds Board School.....	1881	60
Leicester Board Schools (2).....	1886	60
London Board Schools (17).....	1874	589
London (Fitzroy Square) Oral Association of Training College.....	1871	80
Nottingham Board School.....	1883	35
*Oldham Board School.....		21
Sheffield Board School.....	1879	44

*These schools have been recently established.

All the certified Day-Schools are board schools, maintained out of the rates, except Mr. Van Haugh's School in Fitzroy Square.

Deaf and Dumb Institutions not Certified, April 1, 1895.

Name of Institution.	Date of Found- ation.	Esti- mated Accom- modation.
Margate Asylum.....	1862	300
Old Kent Road (London) Branch of the Margate Asylum.....	1792	50
Dandaff School.....	1862	25
London (Clapton) British Asylum for Deaf and Dumb Females.....	1851	40
Hull, East Yorkshire and Lincolnshire Institution.....	1871	20
		†20

†Day scholars.

PROPOSED NEW INSTITUTIONS.

Before passing on from the Institutions to the Day-Schools, allow me to mention that the London School Board, who have recently built at the East End a splendid Day-School for the Deaf upon the best modern principle, capable of accommodating 144 children, are now erecting at Anerley a residential Institution, the object being to supplement rather than to supersede their day-schools, and to provide for the ever increasing numbers being drafted into school under the compulsory attendance clauses of the new Act. The Leeds School Board, who have at present accommodation for 60 day scholars in their Central Higher Grade School, are just about to build an Institution providing for 120 pupils, 70 or 80 of whom will be resident and the rest day scholars. In the Potteries (Staffordshire) several School Boards, the principle being those of Hanley and Stoke-upon-Trent, have joined together to erect an Institution for 100 deaf children, and in the meantime their children are being temporarily accommodated at Manchester. The Plymouth School Board, after considering a proposition to join with other Boards in taking over and extending the Exeter Institution, have decided to begin *de novo* with a day class, their object being to follow this up with an Institution as soon as they see the necessity for a more pretentious

scheme. Thus it will be seen that there four Institutions projected under the new Act, all to be built out of the rates, and that three of the four have already reached the practical stage. A great deal of voluntarily subscribed money is likewise being spent on Institutions. Preston and Derby I have already alluded to. At Exeter, after first proposing to give up the Institution to School Boards, the Committee have decided to spend £3,500 in bringing the Institution up to the mark; and at the Jews' Home (London) the sum of £770 has been expended to meet the requirements of the Education Department and provide additional accommodation for Hebrew children.

INCREASE IN THE NUMBER OF DAY-SCHOOLS.

In the list of Day-Schools for the deaf attached hereto, it will be seen that there are five towns in which School Board Classes for the Deaf have been started since the return of the Royal Commission in 1889, and all but one of these have been started as a direct consequence of the new Act. The exception is Oldham, where a School Board Class has been in existence for several years. At Birmingham and Aston, two School Boards in adjacent districts have established Day-Schools, yet the Royal Institution at Edgbaston has been crowded out, while the Staffordshire children in the immediate neighbourhood have had to be provided for at Manchester, as already mentioned.

A very small class has been established at Cardiff, and this completes the official list of new schools, but besides the Plymouth school which is just on the point of being opened, I have heard of three others established by School Boards in large Northern towns of Sunderland, Stockton-on-Tees, and Middlesborough, and of a smaller one in the Principality of Wales.

RATE AND STATE AID.

Under the Act of 1893, all *certified* schools or institutions are entitled to receive from the public funds, fees and grants not exceeding two-thirds the annual cost of maintenance, on condition that the school is open to Government inspection, and that the remaining one-third of the cost of maintenance is raised from voluntary sources. Schools or institutions established by School Boards are, of course, entirely maintained out of the public funds, and need no endowment fund or subscription list. In all cases parents, who can afford to pay, are charged by the School Boards a variable proportion of the fee, and this goes in relief of the rates. The Institutions generally seem to be arranging their fees upon an estimate that the cost of maintenance will be about £30 per head per annum. There has been and still is a large influx of new pupils under the compulsory attendance clauses of the new Act, and the grants of money to pay for them, but in the present transitional stage statistics of the increased attendance would not be of much value. In an article in the "Annals" for April, 1894, I showed that there were as many chil-

dren out of school as in, so that there is plenty of room for extension under the large powers granted by the Act, and we shall see still greater developments in the future than we have seen since it came in force on the 1st of January, 1894.

THE QUESTION OF METHOD.

On the question of method, (or system, as we call it, so please excuse any confusion of terms), the general effect of the new Act seems to have been to induce a greater attention to oral teaching. Schools which have been manual schools in the past are now combined or dual, and there is what I consider a healthy tendency to take a leaf out of your book and make the best use of all methods in the building up of an adequate national system of deaf-mute education. I have great hopes of Government Inspection. It will give rise to a generous emulation, and will prove whether the best results are produced in pure oral schools or in schools conducted upon a dual or combined system. I think speech is now taught to a greater or less extent in all the Institutions, and all the day-schools. As to the purity of the oral teaching, that is quite another matter, and is not to be decided without personal knowledge of the Institutions. At Plymouth and Hull, the School Boards seem to have made up their mind that "pure" oralism is the best, and have made their arrangements accordingly. These are the only notable instances I have heard of in which any attempt is to be made to teach all deaf mutes on the pure oral method. At the Cross Deaf and Dumb School the dual system is in vogue, four-fifths of the pupils being taught orally, and one-fifth manually, the whole of the pupils being allowed to associate freely out of school hours. In some institutions attempts are still made to separate the oral from the manual pupils, but I believe it is generally found that the oral pupils sign more than the manual pupils, and do not spell half so well on their fingers. A notable experiment was made some years ago by Dr. Elliott, of Margate, to separate his schools. He put the oral pupils into an Institution at Ramsgate, several miles away, but he found that, notwithstanding this distinct, geographical separation, the oral pupils would still sign, and he gave up the experiment. At the second largest institution in the kingdom, Manchester, the machinery for separation is elaborate. There are separate school buildings, four dormitories, playgrounds, and all the rest of it, but I think Mr. Bessant's experience is the same as Dr. Elliott's, that, in an Institution, (whatever may be the case elsewhere), it is practically impossible to keep the oral pupils from learning and using signs. By far the best plan, I think, and the plan I have adopted, is to admit the impracticability of "pure" oralism in institution life, and to allow finger spelling out of school, indeed, to encourage it with the view of substituting the English language for the sign language, but to encourage speech still more among those who

have overcome the elementary difficulties, by a system of rewards and commendations—to make the best use of speech, spelling, signs and writing, at all seasonable times, for the development of the pupil's intellect. A word as to Government inspection. The Rev. T. W. Sharpe, C. B., Her Majesty's Senior Chief Inspector of Schools, has undertaken the work himself, with the assistance of two experts, Mrs. Thurston Holland for oral schools, and the Rev. F. W. G. Gilby, M. A., for manual schools, and both for dual or combined schools. The Department have wisely decided not to interfere with methods, but to accept results attained under either method as the criterion of success.

A BRIGHT FUTURE.

With a school term now fixed by law to extend over a period of nine years (from seven to sixteen years of age), there is a bright future before the deaf and dumb, and oral teaching will have a fair chance, but it is undeniable by those who know the deaf, that some of them can only be successfully taught on the manual system, which must always retain a place in a national system intended to benefit the whole deaf-mute race.

SCOTLAND.

You will see that the statistics I have collected refer only to England and Wales. Scotland got its "Education of Blind and Deaf-Mute Children (Scotland) Act, 1890," three years before we got ours. It is similar in principle, and in administration, with one important exception. It has filled up the old Institutions and improved their funds, and, having no condition attached, about the supporters of Institutions raising one-third of the annual cost of maintenance from voluntary sources, it has been an unmixed blessing. I have not heard of any great development of the Board School system in Scotland.

IRELAND.

Ireland remains as before. It is not affected one way or another either by the Scottish or the English Act.

LIST OF ACTIVE MEMBERS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

Archer, Tunis V.....	Indianapolis, Ind.
Atwood, Miss Lois E.....	Columbus, O.
Atwood, R. H.....	Columbus, O.
Balis, J. C.....	Belleville, Ont.
Balis, Mrs. J. C.....	Belleville, Ont.
Ballard, Melville.....	Washington, D. C.
Barns, C. S.....	Flint, Mich.
Barns, Miss Mesa.....	St. Augustine, Fla.
Bangs, D. F.....	Devil's Lake, N. Dak.
Barry, Miss Annie B.....	Frederick, Md.
Barton, Edwin.....	Flint, Mich.
Bledsoe, J. F.....	Talladega, Ala.
Blount, W. J.....	Danville, Ky.
Boland, John A.....	Romney, W. Va.
Bones, Miss M. J.....	Austin, Tex.
Booth, F. W.....	Philadelphia, Penn.
Brown, Dr. J. H.....	Jacksonville, Ill.
Brown, Thos. L.....	Flint, Mich.
Burke, Sister Mary Anne.....	Buffalo, N. Y.
Caldwell, W. A.....	Berkeley, Cal.
Charles, C. W.....	Columbus, O.
Clarke, Francis D. (life member).....	Flint, Mich.
Clarke, T. P.....	Flint, Mich.
Clarke, Mrs. T. P.....	Flint, Mich.
Cloud, Rev. J. H.....	St. Louis, Mo.
Connor, W. O.....	Cave Spring, Ga.
Cook, J. R.....	Winnepeg, Man.
Crawford, Miss Ella.....	Flint, Mich.
Dennison, James.....	Washington, D. C.
Divine, L. A.....	Boulder, Mont.
Dobyns, J. R.....	Jackson, Miss.
Doane, Miss L. L.....	Columbus, O.
Donohoe, Miss Lizzie.....	Detroit, Mich.
Dositheus, Sister Mary.....	Buffalo, N. Y.
Draper, Amos G.....	Washington, D. C.
Dudley, D. C.....	Colorado Springs, Colo.
Dwyer, Miss B. E.....	Buffalo, N. Y.
Eagleson, Rev. W. S.....	Columbus, O.
Earle, Mrs. Carrie W.....	Flint, Mich.
Elwood, Miss C. F.....	Flint, Mich.

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Ely, C. R.	Washington, D. C.
Ely, C. W.	Frederick, Md.
Fay, Dr. E. A.	Washington, D. C.
Fox, T. F.	Station M, New York City.
Fuller, Miss Sarah.	Boston, Mass.
Gale, E. P.	Frederick, Md.
Gallaher, J. E.	Chicago, Ill.
Gallaudet, Dr. E. M.	Washington, D. C.
Geary, J. H.	Cleveland, O.
George, D. W.	Jacksonville, Ill.
Gilbert, S. W.	Indianapolis, Ind.
Gillespie, J. A.	Omaha, Neb.
Gillett, Dr. P. G.	Jacksonville, Ill.
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Griffith, Miss Mary E.	Faribault, Minn.
Grimmett, Miss Dosia.	Fulton, Mo.
Griswold, Miss M. E.	Chicago, Ill.
Gordon, Dr. J. C.	Washington, D. C.
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Harris, Miss Rosa R.	Frederick, Md.
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Haynes, Z. W.	Morgantown, N. C.
Hildebrand, Louis.	Indianapolis, Ind.
Hill, C. H.	Romney, W. Va.
Holder, Miss Mary E.	Jacksonville, Ill.
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Jenkins, Weston.	Trenton, N. J.
Johnston, Miss Effie.	Jacksonville, Ill.
Johnson, J. H.	Talladega, Ala.
Johnson, W. S.	Talladega, Ala.
Kaufmann, Fred.	Flint, Mich.
Kearney, Alfred.	Jackson, Miss.
Larson, Lars M.	Santa Fe, N. M.
Leary, Miss Mary E.	Jacksonville, Ill.
Long, J. S.	Delavan, Wis.
Long, M. T.	Danville, Ky.
Mathison, R.	Belleville, Ont.
McClure, Geo. M.	Danville, Ky.
McCowen, Miss Mary.	Chicago, Ill.
McGregor, R. P.	Columbus, O.
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Metcalf, F. W.	Salt Lake City, Utah.
Miller, J. C.	Morgantown, N. C.
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Murphy, W. F.	Little Rock, Ark.
Nelson, E. B.	Rome, N. Y.
Odebrecht, D.	Columbus, O.

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